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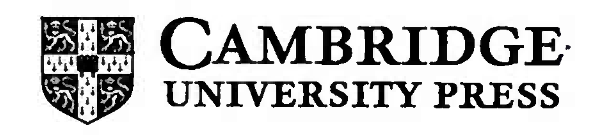
Upper Intermediate Workbook

Nicholas Tims & Jan Bell with Chris Redston & Gillie Cunningham



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CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9780521691659

First published 2007
Reprinted 2007

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-69165-9 Workbook with Key
ISBN 978-0-521-60337-9 Student's Book with CD-ROM/Audio CD
ISBN 978-0-521-69166-6 Teacher's Book
ISBN 978-0-521-60341-6 Class Audio CDs
ISBN 978-0-521-60345-4 Class Audio Cassettes
ISBN 978-0-521-61401-6 Network CD-ROM
ISBN 978-8-483-23372-6 Student's Book with CD-ROM/Audio CD, Spanish edition
ISBN 978-3-125-39744-6 Student's Book with CD-ROM/Audio CD, Klett edition

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Acknowledgements

Nicholas Tims and Jan Bell would like to thank everyone at Cambridge for all their hard work, in particular Dilys Silva (Senior Development Editor) for overseeing the *face2face* project, Keith Sands (Editor), Clare Nielsen-Marsh (Freelance Editor) and Linda Matthews (Production Editor). Thanks also to Sue Ullstein, who commissioned *face2face*, and Gillie Cunningham and Chris Redston for all their support.

Nicholas Tims would also like to thank Clare Turnbull and Pat Tims for their patience, encouragement and inspiration.

Jan Bell would like to thank Bruce, Alex and Lucy Milne for being so tolerant near deadlines.

The authors and publishers would like to thank the following teachers for the invaluable feedback which they provided:

Beata Tomaszewska, Poland; Gloria Isabel Torres, Spain

The authors and publishers are grateful to the following contributors:

pentacorbig: cover and text design and page make-up
Hilary Luckcock: picture research

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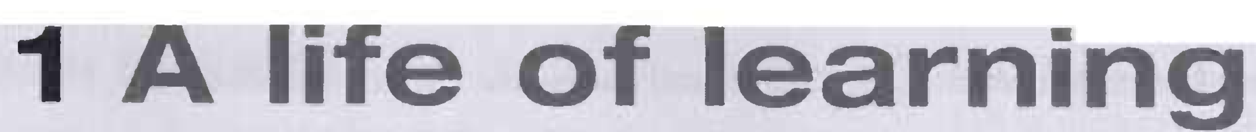
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The publishers would like to thank the following illustrators:

Fred Blunt, Kate Charlesworth, Mark Duffin, Andy Hammond (Illustration), Graham Kennedy, Joanne Kerr (New Division), Naf (Joking Apart), Dirty Vectors.



1 A life of learning

Language Summary 1, Student's Book p113

1A A global language

Language ability V1.1

1 **Read what Carl, Heidi and Maria say about speaking languages. Fill in the gaps with the phrases in the boxes.**

~~'m quite bad at~~	know a few words	can't speak a word

To be honest, I [1] *'m quite bad at* languages.
I [2] .... of French that I learned at school,
but I [3] .... of anything else.

Carl

can also get by	'm reasonably good	picked up

Heidi

My first language is Swiss German, but I live near the border, so I [4] .... at Italian.
I [5] .... in French. We went to Lyon last summer and I [6] .... the basics.

also fluent in	can have a conversation	'm bilingual	it's a bit rusty

My mother is Spanish and my father is French so I [7] .... I'm [8] .... English which I need for my job. I [9] .... in Portuguese, but [10] ....

Maria

2 **Rewrite these sentences using the words/phrases in brackets.**

1 I don't know any Japanese. (word)
I *can't speak a word of Japanese.*
2 I learned a few words of Italian on holiday. (picked)
I ....
3 My sister can speak Chinese very well. (fluent)
My ....
4 I can speak both French and Spanish perfectly. (bilingual)
I'm ....
5 I speak enough German for holidays. (get by)
I .... on holiday.
6 I haven't practised my French for a long time. (rusty)
My ....

The English verb system G1.1

3 **a) Match the beginnings of sentences 1–9 to endings a)–i).**

1 English is *i)*
2 More people speak ....
3 In the year 1000, English ....
4 By the beginning of the 21st century, English had ....
5 The English language was ....
6 A hundred years ago the world was ....
7 Since 1997, increasing numbers of Chinese students have ....
8 At present, over a billion people are ....
9 Immigration, new technologies, popular culture and even war have ....

a) learning English worldwide.
b) had approximately 40,000 words.
c) all contributed to the growth of English.
d) using French as an international language.
e) grown to over 500,000 words.
f) been coming to England to improve their English.
g) Mandarin Chinese than any other language in the world.
h) taken to North America by settlers in the 17th century.
i) used as a first language in at least 75 countries around the world.

b) Match sentences 1–9 in 3a) to these verb forms.

a) Present Perfect Simple *9*
b) Past Continuous ....
c) Past Simple passive ....
d) Present Continuous ....
e) Present Simple passive ....
f) Past Simple ....
g) Present Simple ....
h) Present Perfect Continuous ....
i) Past Perfect Simple ....



a) Read the first part of the article about Basic English and choose the correct verb form.

The man who made English easy

The idea of inventing an international language is not a new one. Over the past 180 years, linguists [1]*have created*/*created* over ten different languages that [2]*are based/be based* on German, Spanish, English and even musical notes. One of the most influential of these [3]*have been/was* Basic English.

By 1923 the First World War [4]*was/had been* over for five years, but Europe was still [5]*recovering/recovered* from its effects. Charles Kay Ogden, a linguist and writer, was running several bookshops in Cambridge. He [6]*had just/just* published a book which described how we use language. The success of his book [7]*had inspired/inspired* Ogden to design a universal language – something that was much simpler than English, but [8]*doesn't/didn't* require native English speakers to study a different language. In 1930 Ogden's book *Basic English: A General Introduction with Rules and Grammar* [9]*was/were* published. It is estimated that, on average, it [10]*takes/took* about seven years to become fluent in English. Ogden [11]*believed/was believing* that Basic English could be learned in seven weeks. There [12]*had been/were* only 850 words and the grammar was simplified with very few exceptions to each rule.

b) Read the second part of the article and fill in the gaps with the correct form of the verbs in brackets.

The language [1] ......*attracted*...... (attract) the attention of educators all over the world, but its development [2] .... (interrupt) by the Second World War. After the war, both the British Prime Minister and the President of the United States [3] .... (look) for ideas that might promote world peace. They both [4] .... (give) speeches that supported the use of Basic English.

In the past 60 years, the language [5] .... (have) some success. In some parts of East Asia, teachers [6] .... (still; use) Ogden's word lists. However, in the main, the language has disappeared. But now that we [7] .... (know) that there are many more non-native than native speakers of English, recently some linguists [8] .... (ask) whether we should revisit Ogden's ideas. And the Wikipedia website has started a version of their main encyclopedia which [9] .... (write) in Basic English for non-native learners of the language.

1B My first week

Education 



Complete the crossword with words connected with education.

[1] P R O F E S S O R

Across →

1. A senior person who teaches at a British university.
4. A class where a group of students meets to study and discuss something.
7. Money given by an organisation to pay for someone's studies.
8. A formal talk on an academic subject.
9. An area of knowledge which is studied.

Down ↓

2. A school that is free to attend because the government pays for it.
3. A person who has a degree from a university or college.
5. The buildings of a college or university and the land that surrounds them.
6. An advanced degree that usually lasts for one year.

Uses of auxiliaries G1.2 G1.3



a) Are sentences 1–8 correct? Change the incorrect sentences.

1 Everyone here ~~are~~ *is* doing a Master's degree.
2 Did you went to the seminar yesterday?
3 I do work very hard, but I still find the course difficult.
4 Some universities does give scholarships, but we don't.
5 I'm the only person here who went to a state school, aren't I?
6 If I were you, I don't eat in the college canteen.
7 You like doing exams or prefer continual assessment?
8 I've be invited to apply for a PhD, but the fees are too high.

b) Match the corrected sentences in **2a)** to the replies a)–h).

a) *4* Don't you?
b) .... Well, I'm not.
c) .... I don't enjoy either!
d) .... Wouldn't you? Why?
e) .... They are, aren't they?
f) .... Are you?
g) .... So do I.
h) .... No, I didn't.



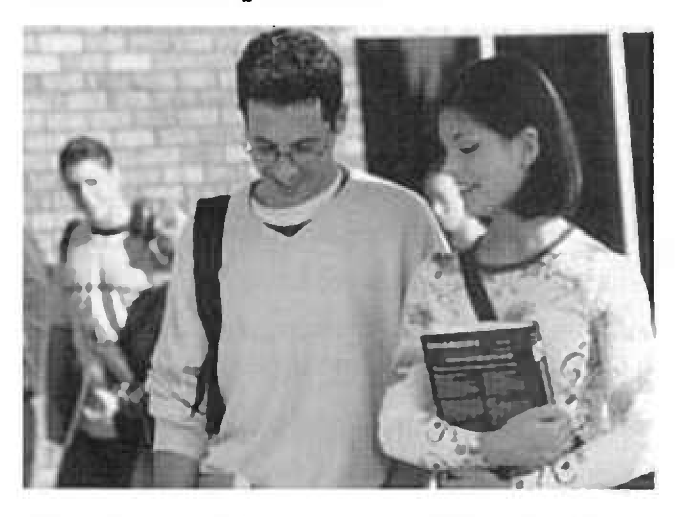
Read the conversation and choose the correct auxiliary verb: a), b) or c).

PHIL Hi. It's Sara, [1] *isn't* it? We met last week, [2]........ we?
SARA Yes, we [3]........ . You're Phil.
PHIL Well remembered. You [4]........ warn me when we met that you often forget names.
SARA I [5]........, unfortunately. But I [6]........ making a special effort this week. Anyway, how [7]........ it going?
PHIL OK. I [8]........ already had a tutorial with my PhD tutor.
SARA [9]........ you? Who's that?
PHIL His name's Professor Shavick. Everyone else was very impressed by him, but I [10]........ . I [11]........ expect you know him.
SARA I [12]........ actually. You see, I'm
PHIL Oh, sorry, hold on – that's my phone ringing

1	a) is	(b) isn't	c) doesn't
2	a) didn't	b) haven't	c) aren't
3	a) did	b) do	c) have
4	a) have	b) do	c) did
5	a) 'm	b) do	c) have
6	a) 'm	b) 've	c) 'll
7	a) has	b) does	c) is
8	a) do	b) 'd	c) 've
9	a) Did	b) Have	c) Haven't
10	a) wasn't	b) didn't	c) haven't
11	a) 'm not	b) don't	c) do
12	a) am	b) have	c) do



Read the second part of the conversation. Fill in the gaps with the correct positive or negative auxiliaries. Use contractions ('ve, 's, etc.) if possible.



PHIL Sorry, where were we? Yes, Professor Shavick. He's a bit strange, [1] *isn't* he? I [2]........ interviewed by him so we hadn't met before.
SARA Neither [3]........ I when I started here. And I must admit – he [4]........ appear rather unusual when you first meet him.
PHIL Unusual? If I met him in the street, I [5]........ probably run away screaming. All that hair! He's been spending far too much time with his computer. He should get a little sunshine, [6]........ he?
SARA Well, perhaps.
PHIL Anyway. I [7]........ think I even asked you what you're doing your PhD in.
SARA Well, I [8]........ not doing a PhD actually. I, er, teach here.
PHIL You don't, [9]........ you?
SARA Er ... yes. Computer science, as a matter of fact. Sorry, I [10]........ going to say something earlier, but ...
PHIL How embarrassing. So, Professor Shavick is a colleague of yours?
SARA Um ... well, I suppose he's my boss really. But [11]........ worry – I [12]........ tell him anything! And not all computer scientists are like him, I promise!

1C Making the grade

Teaching thinking

A *Acting on an anonymous phone call, the police raid a house to arrest a suspected murderer. They don't know what he looks like but they know his name is John. Inside the house, they find a surgeon, a lorry driver, a mechanic and a fireman, all playing cards. Without hesitation or asking any questions, they immediately arrest the fireman. How do they know they've got the right man?*

B The answer to the puzzle is printed at the bottom of the page. But if you don't know it, try [1] *not to look* (not look) yet! Read this article and then force yourself [2] .... (think) a little harder.

C In the 1960s Edward de Bono, a Maltese doctor and writer, invented the phrase 'lateral thinking'. De Bono believes that we understand the world by building up patterns based on experience. These patterns teach us [3] .... (recognise) familiar problems and situations and allow us [4] .... (make) simple decisions quickly. However, de Bono argues these patterns can also stop us from seeing the solution to a problem.

D De Bono thinks that for every problem, you need [5] .... (check) your assumptions. What did you assume when you read the puzzle above? To think laterally means you must avoid [6] .... (make) assumptions about a problem and make yourself [7] .... (think) 'outside the box'.



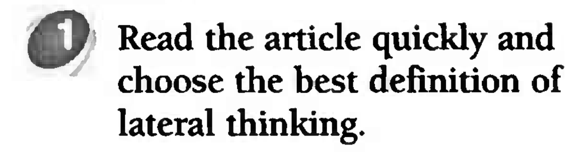
E Got the solution yet? No? Well, keep [8] .... (read) then think again.

F De Bono once asked some children [9] .... (suggest) ways of estimating the height of a tall building. Asking the architect, dropping a stone from the top and measuring the time taken to fall were sensible suggestions. But one boy refused [10] .... (take) the question seriously. "Put the building on its side and measure it," he said. The class laughed. De Bono then managed [11] .... (demonstrate) that this was actually a very sensible idea. You can put the building on its side, de Bono pointed out, in a photograph. And if you put something else in the photograph – that you know the height of – you can easily calculate the height of the building.

G In fact children are often good at lateral thinking. With less life experience they bring fewer assumptions to a problem and so provide different solutions. So, if you can't answer the murderer puzzle yet, try asking a young person the same problem. You might [12] .... (be) surprised at how simple they find it!

SOLUTION:
The surgeon, lorry driver and mechanic were all women. The fireman was the only

Reading



1 **Read the article quickly and choose the best definition of lateral thinking.**

Lateral thinking is ...

a) a new way of thinking abou old problems.
b) a fun way of solving puzzles
c) an alternative to traditional logic.

Verb patterns (1) V1.3

2 **Read the article again. Fill in the gaps with the correct form of the verbs in brackets.**

3 **Read the article again. Which paragraph or paragraphs of the article:**

1 encourage you not to give up thinking about the puzzle? *B* , ...
2 tells you wha ou need do ou want to use atera thinki
3 explai why some peopl bette lateral thinking?
4 gives an example ot solving a problem by lateral thinking?
5 presents ı lateral thinkin roble or the reader olv
6 explain he w traditionally deal with problems? ....
7 tells you where you ca find the solution to the puz

1D Evening classes

Keeping a conversation going RW1.1

1 a) Choose the best response.

1 Clare's doing a pottery class at the moment.
   a) Really? How's it going?
   b) Like what, exactly?
   c) Such as?

2 Nancy wants us to do a French class.
   a) In what way?
   b) How's it going?
   c) Does she?

3 Michael and I want to do something more creative this term.
   a) What's it like?
   b) What sort of writing?
   c) Like what, exactly?

4 I can't stand exams.
   a) Why's that?
   b) Such as?
   c) Don't you?

b) Match conversations 1–4 in 1a) to the next lines a)–d).

a) .... Yes, we're thinking of moving to Paris.

b) .... Bad memories from school, really.

c) .... We don't know yet. Maybe painting.

d) .... Pretty well, I think.



2 Complete conversations 1–5 with the correct question word and preposition.

~~Who~~ What How long Who Where

~~with~~ from for about to

1

TOM Eve is starting her own business.
SUE Really? *Who with* ?
TOM It's just her at the moment.

2

SAM Alex has written a screenplay.
DAN No way! ....?
SAM It's a thriller, I think. But I don't know the story or anything.

3

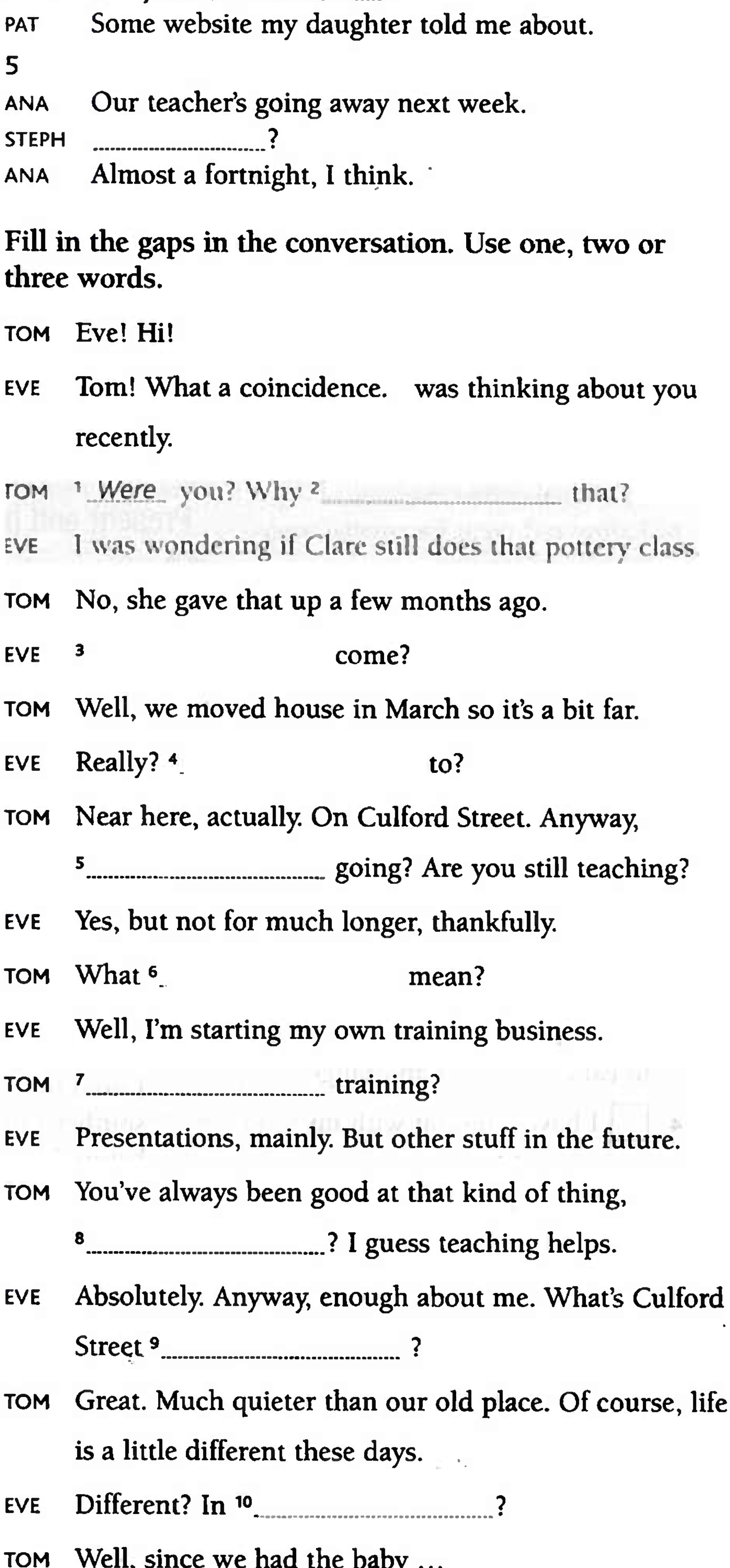
EDDIE We've got to give in our application forms soon.
NANCY ....? Do you know?
EDDIE I think you can just leave them with the secretary.

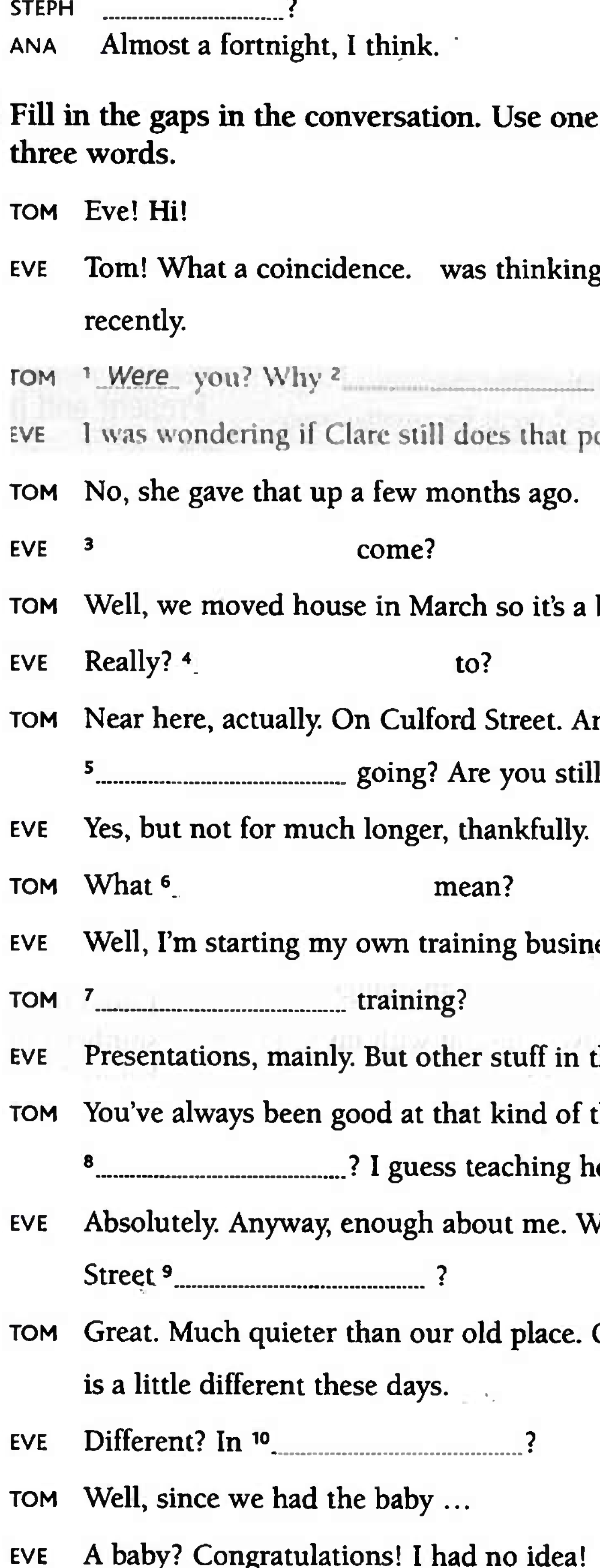
4

PAT I got this camera for less than half price.
MARY Did you? ....?
PAT Some website my daughter told me about.

5

ANA Our teacher's going away next week.
STEPH ....?
ANA Almost a fortnight, I think.





3 Fill in the gaps in the conversation. Use one, two or three words.

TOM Eve! Hi!

EVE Tom! What a coincidence. was thinking about you recently.

TOM [1] *Were* you? Why [2] .... that?

EVE I was wondering if Clare still does that pottery class.

TOM No, she gave that up a few months ago.

EVE [3] .... come?

TOM Well, we moved house in March so it's a bit far.

EVE Really? [4] .... to?

TOM Near here, actually. On Culford Street. Anyway, [5] .... going? Are you still teaching?

EVE Yes, but not for much longer, thankfully.

TOM What [6] .... mean?

EVE Well, I'm starting my own training business.

TOM [7] .... training?

EVE Presentations, mainly. But other stuff in the future.

TOM You've always been good at that kind of thing, [8] ....? I guess teaching helps.

EVE Absolutely. Anyway, enough about me. What's Culford Street [9] .... ?

TOM Great. Much quieter than our old place. Of course, life is a little different these days.

EVE Different? In [10] ....?

TOM Well, since we had the baby …

EVE A baby? Congratulations! I had no idea!

Reading and Writing Portfolio 1 p64

2 Time for a change

Language Summary 2, Student's Book p116

2A It's bad for you!

Expressing frequency 



a) Read the advice in the 'Healthy eating' leaflet. Choose the correct phrases in these sentences.

1 You can eat chips *every so often/most of the time*.
2 Try to eat some fruit *once in a while/every day*.
3 It's alright to snack on biscuits *occasionally/most of the time*.
4 Only eat crisps *every now and again/more often than not*.
5 Eating red meat *frequently/rarely* isn't good for you.

b) Read these comments. Are the people following the advice in the leaflet? Write Y (Yes) or N (No).

1 [Y] More often than not I'll choose fish or chicken rather than red meat.
2 [ ] I have chips for dinner most days.
3 [ ] Every so often I remember to eat an apple or an orange.
4 [ ] I have a biscuit with my coffee every now and again.
5 [ ] Most of the time, while I'm watching TV, I'll have a packet of crisps.
6 [ ] I eat vegetables at weekends.
7 [ ] My favourite food is cheese sandwiches on white bread – I eat them for lunch once in a while.

Healthy eating

✓ **Go ahead! (every day)**
- fruit, nuts
- wholemeal bread
- white meat (e.g. chicken, turkey)
- vegetables
- white/oily fish

✗ **Be careful! (once a week)**
- crisps
- white bread, rice, pasta
- red meat
- fried or roast potatoes
- cakes, biscuits, chocolate

Present and past habits, repeated actions and states G2.1



Choose the correct verb form. Sometimes both are possible.

When my father [1]*reached/would reach* forty, something [2]*used to happen/happened* to him. Before this he [3]*was always eating/always used to eat* what he wanted, but now [4]*he's never eating/he won't eat* any fried food and [5]*he's always worrying/he worried* how much sugar and salt there is in everything. This is the same man who [6]*used to eat/would eat* chocolate all day long! These days [7]*he gets up/he'd get up* early to go to the gym every morning before work. Before his fortieth birthday, he [8]*would even complain/was even complaining* about having to walk to the car!



Are the phrases in bold correct? Change the incorrect phrases or put a tick ✓ if the phrase is correct.



I used to live in a tiny village in southern Italy many years ago before I [1]~~used to go~~ to university. At that time there [2]**was** very little tourism so there [3]**didn't use to be** many restaurants and there only [4]**use to be** one small hotel. Because the village was so small everyone [5]**would know** everyone else and so people [6]**would say** hello to you in the shops or while you were walking down the streets. We [7]**used to spend** a lot of time sitting in cafés and bars, chatting to everyone in our bad Italian! It [8]**would be** very cheap to eat out so we ate delicious food all the time for next to nothing. We [9]**used to make** some fantastic friends and we still go back there from time to time to visit them.

1 ...went...
2 ...✓...
3 ....
4 ....
5 ....
6 ....
7 ....
8 ....
9 ....

4 Choose the correct answer.

1 My aunt is always apologising for everything she does.
   (a) I find it really annoying!
   b) She's very polite!

2 Fred used to like playing football
   a) but he prefers watching it these days.
   b) but he doesn't like watching it.

3 I went to Scotland for my holidays last year.
   a) It would rain every day.
   b) It rained every day.

4 I'll go out for a long walk when I'm feeling stressed.
   a) It helps me clear my head.
   b) It'd help me feel better.

5 My dad and I would watch *Match of the Day* together on television.
   a) It used to be on at 10 p.m. on Saturdays.
   b) I remember seeing it a couple of times.

5 Rewrite the sentences using the word in brackets.

1 I drank up to five cups of strong coffee every morning before I gave up. (would)
I would drink up to five cups of strong coffee every morning before I gave up.

2 My doctor frequently tells me to take more exercise. (always)
....

3 My wife always checks the labels before she buys food. (will)
....

4 When I was a student, I was a vegetarian. (used to)
....

5 I never worried about my food until I put on weight. (used to)
....

6 When my children were small I never gave them fast food. (would)

2B Life's different here

Feelings and opinions V2.2

1 Put sentences a)–j) in the correct order.

A trip to Barcelona

a) [7] I knew that Barcelona was famous
b) [ ] Luckily they were more than satisfied
c) [ ] of art and architecture, and were shocked
d) [ ] of the fantastic food we ate while we were there.
e) [ ] at the idea of sightseeing in the heat of the day.
f) [ ] with the shopping in Barcelona, and I wasn't at all disappointed
g) [ ] about the idea of visiting the cathedral and houses that Gaudi designed.
h) [ ] by the fantastic buildings I saw. And none of us would ever get sick
i) [ ] for its fantastic architecture so I was excited
j) [ ] Unfortunately, however, the friends I went with are not very fond

2 Complete the postcard with the correct prepositions.

Dear everyone,

Having a great time. Weather's fantastic so far. The kids seem fascinated [1] *in* / (*by*) the sea, although terrified [2] *of/at* seeing a shark!

Thanks for the offer of a lift from the airport. Not sure yet [3] *about/ at* our plans, but will phone you soon to confirm. We aren't aware [4] *of/in* any problems with the flights, anyway.

Hope you are impressed [5] *of/by* the picture on the card! Josh chose it, of course!

Love,

Amanda

The Gill Fami
132 Davy Ro
Cambridge,
CB1 3TY
UK

be used to, get used to G2.2

3 **Fill in the gaps with the correct form of *be used to* or *get used to* and the verb in brackets.**

1 Julia kept drinking lots of water. She isn't *used to eating* such spicy food. (eat)
2 I'm always losing my sunglasses. I haven't .... them yet. (wear)
3 I'm finding it more difficult than I thought to .... on the right. (drive)
4 My children are .... because we travelled abroad a lot when they were babies. (fly)
5 It's taken me ages, but I've finally .... tea with milk. (drink)
6 Are you .... in a country without seasons yet? (live)
7 My grandmother is now .... emails, but not to using a mobile phone. (answer)



4 **Will has just started working from home. Fill in the gaps with the correct form of these verbs.**



~~waste~~ enjoy organise focus wear have to get

1 Before I worked from home I used to *waste* at least three hours a day on the train.
2 I still can't get used to not .... leave home at seven o'clock every morning.
3 I'm still not used to .... my own working day. I get distracted easily.
4 I used to .... chatting to people in the office so I sometimes feel a bit lonely.
5 I'm slowly getting used to .... on my work rather than what's happening in the house.
6 I'd find it difficult to get used to .... suits and ties again instead of my jeans.
7 When I worked in an office, I never used to .... home in time to go to the gym in the evenings.



5 **Match the beginnings of sentences 1–6 to endings a)–f).**

1 There always *f)*
2 She can't get ......
3 She'll never ......
4 Are you ......
5 Did he ......
6 He's never ......

a) getting used to your new school?
b) used to getting up so early now she has this new job.
c) got used to living in the country. He finds it strange.
d) get used to the long winters in this country.
e) use to be an actor at one time?
f) used to be a lot of traffic on this road. What's happened?



6 **Find one mistake in each of these sentences and correct it.**

1 I'm not used to ~~work~~ *working* so hard.
2 He's getting used to have a baby in the house.
3 He's use to driving long distances, so don't worry.
4 He used to the hot weather. He comes from Australia.
5 I didn't used to like him, but I do now.
6 We used to playing together when we were children.
7 Did you two used to know each other?
8 How long did it take to get used to wear contact lenses?



2C Managing my time

Reading



1 Read the article quickly. What is the writer's advice to the organisers of the London Olympics?

a) You should only choose team members who are 'visioners'.
b) Be aware of how different types of people work in different ways.
c) It is better not to employ both 'visioners' and 'organisers' on the same team.



2 Read the article again and fill in gaps 1–6 with the correct sentences a)–f).

a) ~~Ever missed a deadline?~~
b) The team members with creative talents need uninterrupted time away from the 'do it now' culture associated with emails, texts and mobile phones.
c) At worst, they ignore the deadline or keep putting it off.
d) There will be criticism if the earliest targets for the Olympics are missed.
e) However, it's not always advisable to employ people with the same time profile.
f) They set their own deadlines and pay close attention to them.

Word building (1): suffixes V2.3



3 Complete the sentences with the correct form of the word in brackets. All the words are in the article.

1 If you want to succeed, you may need to *strengthen* your team a bit more. (strong)
2 Good managers have to learn how to .... their time. (priority)
3 Luke felt that he had been given a rather .... workload. (challenge)
4 He really needs to .... his attitude to work this year. (improve)
5 Liz is .... for getting it finished on time. (responsibility)
6 Do you agree that it's a .... deadline? (real)
7 For this task you will need to use your .... (imagine)
8 I .... try and plan my time more carefully. (usual)
9 Has he got the .... to lead this project? (able)

No need for speed



[1] *a)* ? Well, spare a thought for the people who are responsible for organising the 2012 London Olympics. The 'to do' list remains challenging: 'build 80,000 seater stadium', 'improve London's transport infrastructure' and so on.

With the deadline still some years away, the organisers have plenty of opportunity to make sure that their teams include the right mix of 'time types' for the tasks they need to do. Disaster relief teams or flight crews depend on the ability of their staff to work at the same speed under time pressure. [2] ....

Do you frequently lose track of time? Are you tempted to take risks? Do you focus on mid- to long-term goals? If so, you are probably a 'visioner'. Professor Mary Waller shows that employing a team which is almost entirely made up of 'visioners' is a high risk strategy. Workers with a 'visionary' time style tend to underestimate the time they need for a task. [3] ....

Teams with a reputation for meeting deadlines usually include 'organisers', who monitor their time and prioritise their work. If you are anxious to achieve and rarely lose track of time, you might well be an 'organiser'. This type of person plans tasks and activities and is rarely impulsive. Whether they are working under low or high pressure, 'organisers' will rarely rely on other people's deadlines. [4] ....

A strategy for success

Yet a strategy of mixing visioners and organisers is not always successful. If there is a need for imagination, having even one 'organiser' on the team can actually prevent the multi-tasking which is necessary for tasks needing an input of new ideas. [5] .... In this way, they can play around with ideas before getting back together with the team.

[6] .... But if officials take steps to make sure that their workers' individual time profiles are recognised, they will enhance everyone's performance. In this way they will be able to strengthen their teams and give themselves a more realistic chance of finishing on time.

2D I see your point

Discussion language (1): agreeing and disagreeing politely

RW2.1



Match the beginnings of phrases 1–8 to the endings a)–h).

1 Oh, do you	a) still not convinced.
2 Oh, I	b) what you mean.
3 I can't	c) be right there.
4 I suppose	d) think so?
5 Well, I'm	e) argue with that.
6 You might	f) a good point.
7 I see	g) wouldn't say that.
8 That's	h) that's true, actually.



Read opinions 1–6. Decide if a) and b) are agreeing (A) or disagreeing (D).

1 I think he's done really well as manager this season.
   a) Oh, do you think so? D
   b) I suppose you've got a point there. A

2 I think it's time people started supporting our local shops instead of using big supermarkets.
   a) I wouldn't say that. ......
   b) I can't really argue with that. ......

3 The government ought to fine people who don't recycle paper and plastic.
   a) You might be right there. ......
   b) I can't really see the point of doing that! ......

4 In my opinion, there's too much pressure on young people these days.
   a) I see your point. ......
   b) I don't know about that. ......

5 Footballers are paid far too much, if you ask me.
   a) I suppose that's true, actually. ......
   b) That's a good point. ......

6 The reason many people don't buy much organic food is because it's expensive.
   a) Well, I'm still not convinced. ......
   b) I see what you mean. ......



Read the conversations and fill in the gaps with these phrases.

~~I can't really see the point of that.~~
I see what you mean.
Oh, do you think so?
Well, I'm still not convinced.
Well, I can't argue with that.

1 A My brother never lets his children watch TV at home.
   B *I can't really see the point of that.* They'll just watch it somewhere else instead.

2 A That film was really boring.
   B ...... I quite enjoyed it.

3 A I don't eat red meat any more because all the evidence shows it's bad for you.
   B ...... I still think it's OK in moderation.

4 A Experts are now saying that teenagers need at least ten hours' sleep a night.
   B ...... Alex is always bad-tempered the next day if he stays up late.

5 A We think that making teenagers get a part-time job means they learn the value of money.
   B ...... You're probably right, just as long as their schoolwork doesn't suffer.



Reading and Writing Portfolio 2 p66

3 It's against the law

Language Summary 3, Student's Book p118

3A Honesty

Crimes, criminals and crime verbs 

 **Complete sentences 1–7 with the correct pair of crimes and crime verbs.**

~~mugged/mugging~~	burglary/burgled
theft/stolen	shoplift/shoplifting
loot/looting	smuggle/smuggling
vandalism/vandalise	

1 I was *mugged* recently. Some guy took my mobile phone. I reported the *mugging* to the police, but they weren't interested!

2 If something is .... from you, report the .... to the police.

3 Graffiti is a common kind of .... and costs the UK about £1 billion each year. Graffiti artists commonly .... road signs and public transport.

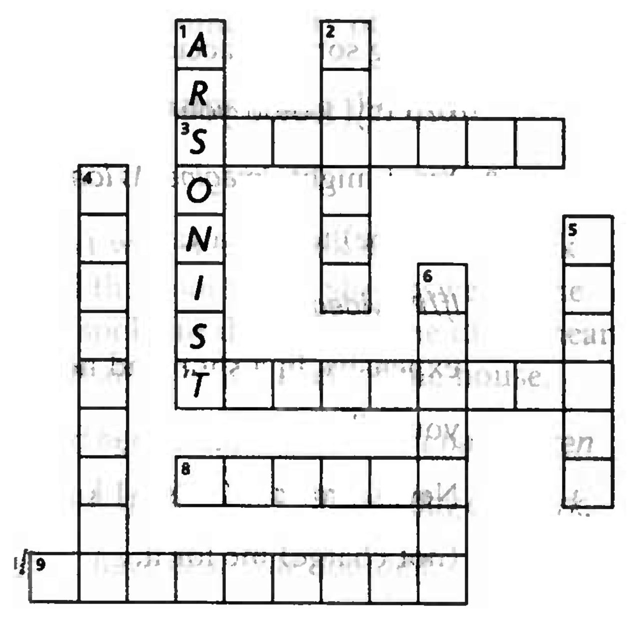
4 High taxes in Britain in the 18th century led to a dramatic increase in .... The most common items to .... into Britain were tobacco and alcohol.

5 There are over 30 million instances of .... in British stores each year. If you .... in the UK and are caught, you will almost always be prosecuted.

6 There was a lot of .... in New Orleans immediately after Hurricane Katrina in 2005. Even the police had to .... fuel from abandoned cars in order to drive their police cars.

7 My parents were .... last year. The criminals got in through an open window. It was my parents' first .... and they were terribly upset.

 **Complete the puzzle with words for criminals.**



Across →

Someone who ...

3 takes things or people to or from a place illegally.

7 commits violent crimes, often for political reasons.

8 intentionally damages property belonging to other people.

9 obtains money by deceiving people.

Down ↓

Someone who ...

1 sets fire to things illegally.

2 attacks people, often in the street, to steal something.

4 takes a person and holds them prisoner, often in order to demand money.

5 steals things from shops and homes during a disaster, for example a hurricane or war.

6 illegally enters buildings and steals things.

Second conditional; alternatives for *if* G3.1

 **Match beginnings of sentences 1–8 to endings a)–h).**

1 If someone mugged you and took your keys, *h)*

2 It's very hard to prove a case of arson ....

3 Even if I was offered a lot of money, ...

4 As long as you could prove the credit card was stolen,

5 Their parents would be furious ....

6 If I saw someone shoplifting, ...

7 Suppose you found out your brother was a burglar, ...

8 If I found some money in the street, I might keep it, ..

a) I'd never take a bribe.

b) if they knew they'd vandalised the phone box.

c) I might try and tell someone.

d) you wouldn't be responsible for paying the bill.

e) unless the criminal is caught at the scene.

f) would you tell the police about him?

g) assuming I didn't know who had lost it.

h) would you change the locks in your house?



4 Choose the correct word and write the correct form of the verbs in brackets to complete the conversations.

1 A *Supposing/Assuming* you realised (realise) your young son had accidentally left a shop holding a £25 toy, would you take it back?
B Yes, I might. *Imagine/As long as* it ______ (not be) too far away.

2 A *If/Provided* you ______ (break) something expensive in a shop and no one saw you, would you tell anyone?
B Never. *Provided/Unless* I knew they ______ (not charge) me for it.

3 A ______ you ______ (approach) a group of teenagers *if/imagine* you saw them vandalising something near your house?
B Definitely. *Even if/Assuming* they ______ (look) threatening. I can't stand vandalism.

4 A *Imagine/Assuming* you ______ (hit) a car in a car park and there were no witnesses. Would you leave a note?
B Of course. *Assuming/Supposing* the other car ______ (be) damaged.

5 A *Even if/Suppose* you were hungry in the supermarket and you ______ (eat) something while you were walking round, would you pay for it at the checkout?
B Yes. *Provided/Unless* I ______ (forget) about it, of course!

6 A *Suppose/As long as* you heard a good CD at your friend's house, ______ you ______ (ask) him to make a copy or ______ (buy) it yourself?
B would usually buy my own copy. *Provided/Unless* ______ (can) find it in the shops, of course.

3B It's a crime

Crime and punishment V3.3



1 Read the article and fill in the gaps with a verb from box A and a word or phrase from box B.

A
~~commit~~ took
was acquitted was arrested
found sent fined
sentenced

B
~~a crime~~ the crime
guilty to 480 hours
$10,000 to court
prison vandalising

Crimes of the famous

Celebrities may be rich and lead unimaginable lifestyles. However, they still have to respect the law. And when they [1] commit [2] a crime, they can be sure the whole world will be watching.

In 2001, actress Winona Ryder shoplifted $5,000 of clothes and bags from a shop in New York. The shop [3] ______ her [4] ______ and the jury [5] ______ her [6] ______. The judge [7] ______ Winona [8] ______ of community service – helping the local community – and also [9] ______ her [10] ______.

IN COURT: Winona Ryde

Coldplay's lead singer, Chris Martin, was more fortunate. In 2003 he [11] ______ for [12] ______ a photographer's car in Australia. Chris didn't have to stand trial for the incident because a few months later the police dropped the charges.

The rapper Snoop Dogg's case was more serious: murder. After a three-month trial Snoop [13] ______ of [14] ______ and released without further charge.

Some celebrities have a more extensive criminal record. James Brown, the soul singer, was first [15] ______ to [16] ______ when he was 15 for stealing some clothes. During his life, he was arrested eight times!

Third conditional G3.2

2 Choose the correct verb forms.

1 If I *would have accepted*/*had accepted* your offer of a lift, I *would have*/*had* got home safely.
2 *Would you have*/*Had you* moved here if you *would have*/*had* known about the crime problem?
3 If he *had*/*'d had* a weapon, I *hadn't had*/*wouldn't have* tried to stop him.
4 Suppose they *had*/*had been* caught you, *did you have to*/*would you have had to* pay a fine?
5 He *would of*/*could have* committed the same crime again if the judge *hadn't sentenced*/*didn't sentence* him to prison.
6 Imagine you *didn't have*/*hadn't had* your mobile phone, what *had you*/*would you have* done?
7 If we *wouldn't have*/*hadn't* known about his criminal record, we *wouldn't had*/*might not have* suspected him.
8 How much would *have you*/*you have* had to pay, if they *would have*/*had* found you guilty?

3 **a)** Fill in the gaps with the third conditional form of these pairs of verbs.

~~not have/not arrest~~	not attack/shoot	take/not refund
go/find	not give/acquit	get/not become

1 If the police *hadn't had* any evidence, they *wouldn't have arrested* him.
2 .... you .... the company to court if they .... your money?
3 Suppose he .... her, ... she .... him?
4 She .... to prison for a long time if they .... her guilty.
5 He .... away with it if we .... suspicious.
6 If she .... evidence, the jury .... him of the murder.

b) Read the sentences in 3a) again. Are these sentences true (T) or false (F)?

1 a) [F] The police didn't have any evidence.
b) [ ] The police arrested him.
2 a) [ ] The company gave the money back.
b) [ ] You took the company to court.
3 a) [ ] He attacked her.
b) [ ] She shot him.
4 a) [ ] She went to prison for a long time.
b) [ ] She was found guilty.
5 a) [ ] He didn't get away with it.
b) [ ] We became suspicious.
6 a) [ ] She gave evidence.
b) [ ] He was found guilty of murder.

4 Write sentence chains using the third conditional.

1
Rachel wasn't well → She took a day off work → She heard the doorbell → She answered the door → She spoke to the man → She didn't hear his friend break in at the back of the house.

If Rachel had been well, she wouldn't have taken a day off work. If she hadn't taken a day off work, she wouldn't have heard the doorbell.

2

Martin didn't have a job → Martin didn't have any money → He stole some food from a supermarket → The security guard called the police → Martin had to stand trial → He went to prison → He met lots of criminals → He became interested in crime → He trained as a police officer.

If Martin had had a job, ...



3C Identity theft

1 Read the first part of the article. Which two subjects doesn't it mention?

a) Some places where CCTV is installed.
b) The popularity of CCTV in the UK.
c) What people commonly think about CCTV.
d) The shop owner's reason for installing CCTV.
e) The advantages of CCTV.

Verbs and prepositions 



2 Read the first part again and choose the correct preposition.

Is CCTV looking out for you?

In my local corner shop a few weeks ago, I mentioned having an unwanted TV to the owner, Said. His normally bored face lit up. Within ten minutes we were back at my flat, apologising [1]*to/for/at* my wife [2]*of/for/on* the noise – it was late – as we dragged an ancient TV out of the loft. As he left, he told me it would be great in the shop. And I assumed he meant for entertainment during quiet periods of the day.

A few days later I'm back in Said's shop and I spot my old TV on a shelf. But looking up at the screen, I see a picture of myself.

"Closed circuit television," Said announced, "to catch shoplifters." I look around the shop. It's a tiny place that would be impossible to steal from without being seen. But, of course, I couldn't explain this [3]*for/at/to* him.

Said's decision to install closed circuit television (CCTV) is not unusual. In the last ten years, the British government has spent over £170 million [4]*in/for/on* CCTV equipment. An estimated four million CCTV cameras in the UK mean that you probably appear on a CCTV screen about 300 times every day! What's more you don't need to apply [5]*with/to/of* anyone [6]*to/over/for* permission to install a CCTV camera. So, they are everywhere: from busy shopping centres to the quietest corners of public parks.





3 Read the second part of the article. Fill in the gaps with the correct verb and preposition.

VERBS	~~provided~~	shouting	complained	worry	depend

PREPOSITIONS	~~with~~	for	to	about (x 2)

Most British people approve of CCTV. It makes you feel safer, they say. It discourages crime and helps to solve it, they add. And if you've ever seen CCTV images of a criminal on the news, it's hard to disagree. However, recent studies have [1] *provided* us [2] *with* the facts about 'Big Brother' style security. There is no evidence that CCTV stops criminals from committing crimes. And so you certainly shouldn't [3] __________ on it [4] __________ your safety.

Opponents of CCTV also [5] __________ [6] __________ the issue of personal privacy. A few years ago Geoffrey Peck was walking along an Essex street, in a highly depressed state. He attempted suicide, but was spotted by a CCTV camera. The police were called and fortunately he survived. However, the local council gave the images to the BBC. They were shown on TV – to approximately nine million viewers – and Geoffrey's face was clearly visible. He [7] __________ [8] __________ the police about this and was awarded £7,000 compensation.

I pass my local shop again the next week. Said is repairing the glass and [9] __________ at his son [10] __________ something.

"Thieves broke in last night," he explained.

"Lucky you just installed the CCTV, eh?" I replied.

"There are no CCTV pictures," he said unhappily. "My son turned the camera off when he left last night!"



4 Read the article again and answer these questions.

1 What did the writer think Said wanted the TV for?

....

2 What does the writer think of Said's idea? Why?

....

3 What reason does the writer give for the large number of CCTV cameras?

....

4 What reasons do people give in support of CCTV?

....

5 What arguments against CCTV does the writer mention?

....

6 Why did Geoffrey Peck get £7,000?

....

7 Did Said's CCTV help him after the break-in at his shop? Why?/ Why not?

....

3D Do you need any help?

Making, refusing and accepting offers RW3.1

1 Complete the conversations with the phrases.

~~Let me help~~	you wouldn't mind	That'd be
if you like	I'd better	Would you like me



FRAN [1] *Let me help* you tidy up.

EMMA Thanks. [2] .... a great help. It'll take me ages otherwise.

JIM I'll ring someone about the broken window [3] ....

EMMA No, thanks. [4] .... call the insurance company myself. They'll have a number for a repair person.

JIM OK. [5] .... to check upstairs?

EMMA Are you sure [6] ....? I'm sure they've gone, but I haven't been up there yet.

What if I called	I can	As long as
would it help if	It's easier	Why don't I

PAM [7] .... call the police?

BETH No, don't worry. [8] .... if I call them when I get home. I'm meant to pick up the kids at three.

MARK It'll take me half an hour, but [9] .... I changed the wheel?

BETH Oh yes. [10] .... you don't mind. Thanks so much. I'm useless at that kind of thing.

PAM [11] .... the school and told them you'll be late? I'll explain why.

BETH No, that's OK. [12] .... call Michael on his mobile. He's old enough to get a taxi home.



2 a) Make offers with these words.

1 you / out / Let / take / me / dinner / to .
Let me take you out to dinner.

2 me / over / Would / come / like / you / to ?
....

3 your / bank / it / if I / rang / help / Would ?
....

4 cancelled / meeting / if / morning's / What / tomorrow / I ?
....

5 call / I / you / a / Why / taxi / don't ?
....

6 you / like / you / pick / you can / stay at ours / up and / I'll / tonight if
....

b) Match sentences 1–6 in 2a) to replies a)–f).

a) *1* No, it's OK, but thanks for asking. I'm not really very hungry. I think I just need an early night.

b) ...... Are you sure you wouldn't mind? They took my mobile.

c) ...... No, thanks. I'd better do it myself. It won't take long to cancel my cards.

d) ...... Well, it'd be wonderful if you could. I need some company and I don't want to stay here.

e) ...... No, that's OK. I can ask my son to come round. He'll stay here tonight.

f) ...... As long as you don't mind. We could rearrange it for next Monday.


Reading and Writing Portfolio 3 p68

4 Telling stories

Language Summary 4, Student's Book p120

4A Urban legends

Phrasal verbs (1) V4.1



a) Replace the words in bold with the correct form of a phrasal verb in the box.

~~take off~~	go off
make up	pass on

1 Our flight to Brazil eventually *took off* ~~**left**~~ three hours late.
2 I couldn't think quickly enough, so I **invented** an excuse.
3 The smoke alarm **made a noise** when I burnt some toast.
4 Could you remember to **give** this message to your parents, please?

b) Fill in the gaps with the correct form of a phrasal verb in the box.

~~knock out~~	come round	
run away	turn out	work out

1 I had a fight with my brother and he accidentally *knocked* me *out*.
2 Luckily, after the accident I .... again quite quickly.
3 My brother was so frightened of what I might do that he ....
4 The film began badly, but .... to be worth staying for.
5 Can you give me a few moments to .... what I owe you?

Narrative verb forms; Past Perfect Continuous G4.1



a) Read the first part of the story and choose the correct verb.

Andy [1]*jogged/ (was jogging)* through the park one day on his way to the shops when another jogger [2]*bumped/was bumping* into him. The other jogger [3]*apologised/was apologising* to Andy and then [4]*went on/was going on* running. Feeling a little annoyed, Andy then [5]*noticed/had noticed* his wallet [6]*went/had gone*. So he [7]*chased/was chasing* the jogging pickpocket through the park. When he [8]*had caught up/had been catching up* with him, he [9]*shouted/had shouted*, "Give me that wallet!"

b) Read the second part of the story. Choose one of the verbs a), b) or c).

The frightened robber did what he [1] *b)* and then [2]...... as quickly as he could. Anxious to tell someone about what [3]...... Andy went straight home, where his wife, Barbara, [4]...... for him to return. As soon as he came in the door she asked him why he [5]...... to the shops. Andy [6]...... , saying that he [7]...... a good excuse. Barbara [8]...... "I know you have. You left your wallet on the table."

	a)	b)	c)
1	a) was saying	(b)) said	c) had been saying
2	a) ran away	b) was running away	c) had been running away
3	a) happened	b) was happening	c) had happened
4	a) was waiting	b) had waited	c) waited
5	a) didn't go	b) hadn't been going	c) hadn't been
6	a) was apologising	b) apologised	c) had apologised
7	a) had had	b) was having	c) had
8	a) replied	b) was replying	c) had been replying



Make sentences with these words, using the Past Simple, the Past Perfect Simple or the Past Perfect Continuous.

1 By the time Sam / get home from school / my friends / eat all the cake.
By the time Sam got home from school my friends had eaten all the cake.
2 When I finally / arrive at the café / Jacqui / already / wait for an hour.
....
3 By the time I / get out of the shower / the phone / stop ringing.
....
4 When we arrive / at the cinema / the film / already / start.
....
5 When Tom / arrive I / feel exhausted / because I / work all day.

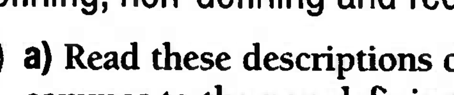


Read the story and fill in the gaps with the verbs in brackets. Use the Past Simple, Past Perfect Simple or the Past Perfect Continuous. Sometimes more than one answer is possible.

Late one evening Charlie [1]*came out* (come out) of a shop where he [2]........................ (buy) some bread and milk. Suddenly he [3]........................ (realise) that his car [4]........................ (disappear). Nobody in the shop [5]........................ (notice) anything because they [6]........................ (do) their shopping. However, the next day the owner of the shop [7]........................ (phone) Charlie to tell him to come back right away. When he [8]........................ (get) there he [9]........................ (see) his car in the same place that he [10]........................ (park) it the night before. On the window there was a note which said "Sorry, but my wife [11]........................ (have) a baby and I [12]........................ (have to) take her to hospital urgently." Charlie was very relieved and told the police that his car [13]........................ (be) returned. However, when he [14]........................ (get) home he discovered that his TV and computer [15]........................ (be/steal). On the table was a note reading "Sorry, but I need the money for the kid's education."

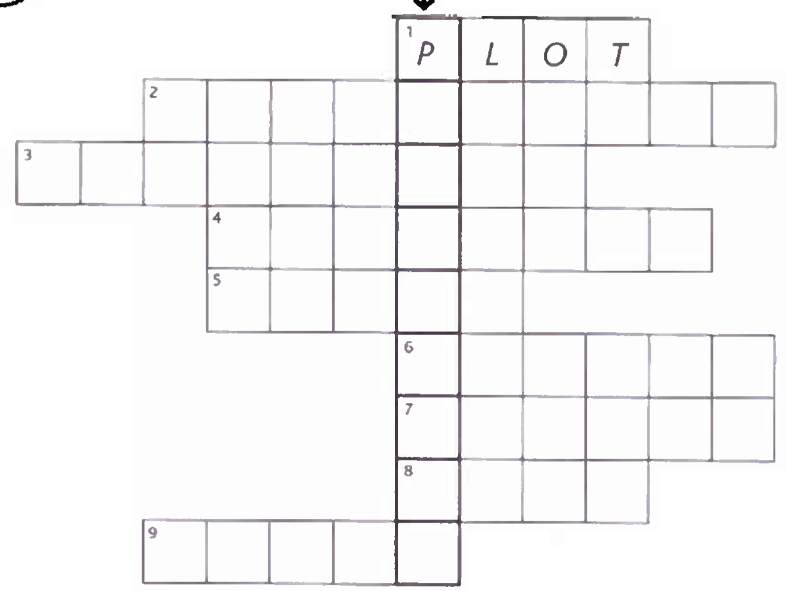


4B Magical novels



Books and reading V4.2

1 Complete the puzzle. Find a kind of book ↓.



1 The story of a book, film or play.
2 The people in a book, film or play.
3 A book about a person's life.
4 Someone who writes books about imaginary people and events.
5 Books with the same style or topic are in the same literary ....
6 Walk around a shop looking at things, but not planning to buy them.
7 The writer of a book, article, play, etc.
8 Have you got a .... of that book you were talking about?
9 Look quickly through the pages of a book, newspaper or magazine.

Defining, non-defining and reduced relative clauses G4.2

2 a) Read these descriptions of books and plays and add commas to the non-defining relative clauses.

1 This book which was about the American Civil War was made into a famous film.
2 This Shakespeare play is about two lovers whose families hate each other.
3 The place where this modern novel takes place is Cefalonia in Greece.
4 This novel which is by the Russian writer Tolstoy is extremely long.
5 This book whose hero is a 14-year-old spy is very popular with teenagers.
6 The novel that I love the best was written by a Frenchman called Flaubert.

b) Do you know the films and books in 2a)? If you do, match the descriptions 1–6 to the titles a)–f).

a) .... *War and Peace*
b) .... *Romeo and Juliet*
c) .... *Stormbreaker*
d) .... *Madame Bovary*
e) .... *Gone with the Wind*
f) .... *Captain Corelli's Mandolin*



Read this interview with a person who has started a reading group. Cross out any words in bold which you can leave out.



CAREY What exactly is a reading group?
POLLY Well, it's basically a few people [1]**who** meet from time to time to talk about what they liked and disliked about books [2]**~~which~~** they've all read.
CAREY What made you decide to set one up?
POLLY I think the main reason [3]**that** we started it was to provide a focus for people to meet and talk about something other than their work or family!
CAREY And what kind of people do you invite?
POLLY Oh, the people [4]**who** come range from young mums to professional writers!
CAREY Who decides on the books [5]**that** you're going to read?
POLLY We all do! Whoever comes to the meeting decides on one to read next time.
CAREY How often do you meet?
POLLY The number of meetings [6]**that** we have will depend on how busy we all are. No more than one a month.
CAREY Do you ever invite guest speakers?
POLLY We do occasionally invite someone [7]**whose** book we find particularly interesting, but only if they live fairly near.



Read this description of a novel and fill in the gaps with *who, that, which, whose, where* or *when*.

A book [1] *that* I really used to love when I was a child was *Black Beauty*. It's a story [2] .... takes place in nineteenth-century England at a time [3] .... people were often cruel to animals. It's a kind of autobiography written from the horse's point of view about its experiences with a variety of owners.
As a young horse Black Beauty lives happily in a place [4] .... everyone is kind to him. Unfortunately, when the owner has to go abroad, he sells him to a family [5] .... are not so kind. He goes on to have a lot of bad experiences, [6] .... is the sad part of the story, but it does all end happily in the end.
Although people think of it as a children's book, this is a novel [7] .... helped to influence thinking about the way we treat animals and so it's a book [8] .... message is timeless.



Complete sentence b) with the information in a).

1 a) Can I borrow that Robbie Williams biography? Jill was reading it last night.
b) Can I borrow that Robbie Williams biography *(which/that) Jill was reading* last night?

2 a) The novel is based on a true story. Her mother told her the story.
b) The novel is based on a true story

3 a) My son lent me this book. 'm trying to finish it before he gets back.
b) My son lent me this book, ... gets back.

4 a) I know that woman. She's giving a reading from her book tonight.
b) I know the woman .... tonight's book reading.

5 a) Did you read that paperback? I lent it to you last week.
b) Did you read that paperback .... last week?

6 a) Jacqueline Wilson is a writer. Her books are bought by millions of young girls all over the world.
b) Jacqueline Wilson is a writer .... millions of young girls all over the world.

4C Very funny!

Reading



Read the article quickly. What is it about?

a) An unfortunate job interview.
b) A new television comedy.
c) An amusing human error.

Connecting words: reason and contrast V4.3



Choose the correct words 1–6 in the article.



Read the article again and choose the best answers to complete the sentences.

1 Guy Goma had gone to the BBC TV centre because
   a) he wanted a job.
   b) someone had phoned for a taxi.
   c) he was being interviewed on TV.

2 The confusion happened because
   a) Mr Goma didn't speak any English.
   b) there were two men called Guy.
   c) there were two IT experts at the BBC.

3 When Mr Goma realised he was on TV, he
   a) panicked.
   b) went completely quiet.
   c) pretended nothing was wrong.

4 The BBC staff
   a) realised their mistake immediately.
   b) didn't realise their mistake at first.
   c) didn't realise their mistake until the interview had finished.

5 Mr Goma
   a) has become well known.
   b) found the experience funny.
   c) will be paid a lot of money by the BBC.

The wrong Guy!



The story of Guy Goma is not one of stupidity. A former taxi driver from the French Congo, Mr Goma was at the BBC TV centre for an interview, in the hope of becoming an IT assistant. So when a producer came up to him and said, "Guy Kewney, isn't it? About the IT thing?" he agreed, [1]*because/due to* he thought she had just got the wrong pronunciation of his surname.

Mr Goma, who had taught himself English after he moved to England four years previously, was rushed into a studio, where he found himself in front of the cameras, having questions thrown at him. How could he know that the man who'd been sitting on a nearby sofa was also called Guy? In fact Guy Kewney was an IT expert, who was waiting to go on live TV to be interviewed about a legal dispute with Apple computers.

"It all happened so fast," Goma told *The Sun* newspaper. "I had just signed my name in reception when someone said 'Follow me'. She was walking so fast that I had to jog to keep up with her. [2]*Even though/However* a lady put some make-up on me and I was fitted with a microphone, I just thought it was all part of the job interview and when I realised I was on air, what could I do? I just tried to answer the questions and stay calm."

Viewers of the most watched TV interview in months – it was posted on the Internet – have reacted with a mixture of delight and sympathy to the key moment when the BBC's Karen Bowerman introduced Goma as "Guy Kewney, head of newswireless.net!" Across his expressive face flit a dozen expressions in a second – mainly shock, fear, guilt and embarrassment – as he wonders what to do next. However, [3]*instead of/apart from* saying there had been a mistake, he answered three questions before the BBC staff became aware of what had happened and brought the item to an early close.

Mr Goma was finally taken to his interview for the IT post, but [4]*even though/despite* going through such a bad experience he didn't get the job. [5]*Nevertheless,/Whereas* Mr Goma is now in demand as a celebrity, [6]*due to/since* hundreds of thousands of people have now watched his television appearance online.



Complete this summary of the article with these connecting words.

~~because of~~	apart from	even though	whereas	instead of	as

1 Guy Goma was at the BBC *because of* a job interview.
2 .... the two men had the same name, the producer got confused.
3 .... the producer said the wrong name, Guy still went with her.
4 Guy Kewney is an IT expert, ... Guy Goma is an IT assistant.
5 Mr Goma tried to answer the interviewer's questions .... explaining it was a mistake.
6 .... looking a bit shocked, Goma gave no other sign that there was something wrong.

4D How was your day?

Ways of exaggerating V4.4



Complete these conversations. Make words with the letters in brackets.

1 A Shall I make you a sandwich?
B I'd love one. I'm *starving*. (**vtangrsi**)

2 A I think you need a break! I'll look after the kids.
B Would you? They've been .... me .... all day. (**vdrgini/rzayc**)

3 A Are those shoes too small for you?
B I think they must be. My feet are .... me. (**nklgili**)

4 A What was the motorway like on the way back?
B Very busy. It was a complete ....! (**gmernitha**)

5 A Will you be late home again?
B I'm afraid so. This work is taking .... (**ofr veer**)

6 A Can I get you some water?
B Please. I'm .... for a .... (**gydni/kridn**)

2 Complete the conversations with these phrases.

~~a fortune~~	scared stiff	speechless
out of my mind	over the moon	a ton

1 A Did you buy that dress in the end?
B No. It was lovely but it cost *a fortune*.

2 A Could you give me a hand moving this cupboard?
B Sorry, I've tried but it weighs ....!

3 A Clare seems very happy today!
B Yes, she's .... about passing her driving test.

4 A Surely you're not frightened of spiders?
B I'm absolutely ....!

5 A Did you have a good evening?
B No, I didn't. Mike was late back and I was going .... with worry.

6 A Were you surprised by the lovely things they said about you?
B Surprised? I was completely ....!

Saying you're surprised or not surprised RW4.1



a) Make phrases with these words.

1 not / Oh / again / no *Oh no, not again*
2 imagine / I / can ....
3 wouldn't / he / say / He / would / that .... ?
4 is / news / fantastic / That
5 honest / be / to ....
6 bet / you / I / were ....

b) Fill in the gaps in the conversation with phrases 1–6 in 3a).



LAURA Sorry I'm late. My car broke down again this morning.
BECKY a) *Oh no, not again*! That's the third time this week.
LAURA I know. Anyway, it took the mechanic two hours to arrive, so I was a bit annoyed, to say the least.
BECKY b) .... So would I have been! Did he have an excuse?
LAURA Not really. He just said it wasn't his fault.
BECKY c) ....
Did he manage to fix it?
LAURA He did. But I'm sick of the car now, d) .... I'm going to get a new one. How are you, anyway?
BECKY Great, actually. I've just heard I've got a place at university.
LAURA Wow! e) .... Well done.
BECKY It's such a relief.
LAURA f) .... Let's go and celebrate!



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5 Nature's best

Language Summary 5, Student's Book p123

5A Keeping koi

Animals V5.1



1 a) Which word does not go with the animals?

1 mosquito: *bite/wings/~~poison~~*
2 butterfly: *sting/stripes/spots*
3 rabbit: *pet/mammal/feathers*
4 crocodile: *skin/silk/hunted*
5 eagle: *fur/nest/bird*
6 tortoise: *claws/fins/reptile*

b) Match the words you crossed out in 1a) to these animals.

~~snake~~ spider bee
bear goldfish parrot

1 *poison – snake*
2
3
4
5
6

Ways of comparing G5.1



2 Correct the mistakes.

1 An adult shark is ~~as half~~ *half as* big as an adult whale.
2 There are thousands more leopards in the world that tigers.
3 Bee stings are a lot painful than mosquito bites.
4 The harder the animal tries to escape, the harder bites the bear.
5 The number of wild tigers is getting smaller and smaller than each year.
6 Spiders are farther more frightening than ants.
7 Rabbit's fur is as softer as feathers.

3 a) Match the children's comments 1–5 to their teacher's replies a)–e).

1 I think snakes are far scarier than other animals. *e)*
2 Keeping tortoises is no harder than keeping goldfish. ....
3 Bears are not nearly as friendly as I thought they would be. ....
4 Leopards are nowhere near as big as tigers. ....
5 A ticket to the zoo is nearly as expensive as going to a concert! ....

a) Yes, they're a great deal smaller, aren't they?
b) Yes. And it's only slightly cheaper for children than adults.
c) I agree. It's just as easy.
d) That's right. They're considerably more dangerous than people think.
e) Yes, I dislike them almost as much as spiders.

b) Underline the comparative phrases in 3a) and fill in the gaps in the table.

1 I think snakes are far scarier than other animals.
e) Yes, I dislike them almost as much as spiders.

no difference	1	2 ....
a small difference	3 *almost as much as*	
a big difference	6 *far scarier than*	



4 Read the article. Choose the correct words.



Why would anyone decide to keep a snake as a pet? They're only slightly more attractive [1]*as/than* tortoises. And they're nowhere near as [2]*cute/cuter* as rabbits – although you might have to feed your snake one. What's more, they're [3]*far/more* harder to look after than most pets.

Well, despite these reasons, over a million people in the UK keep some kind of 'exotic' pet. Although that's considerably [4]*fewer/less* people than those who have a cat, it's [5]*near/nearly* as many as the number of people who own a goldfish. And I bet they don't describe their goldfish as 'fascinating'.

Snake owners are [6]*much/lot* less strange than you might expect. Last week I met an enthusiastic Carla, from Birmingham – though I was a great deal [7]*fewer/less* enthusiastic than Carla to meet her two pythons, Bart and Lisa. Unlike their cartoon 'cousins', Bart is not [8]*anywhere/quite* as lively as Lisa and sits quietly throughout our meeting. Lisa, on the other hand, is clearly ready to play.

"Don't worry," says Carla. "She's [9]*no/not* more dangerous than [10]*I'm/me*."



5 Complete sentence b) so it has the same meaning as a). You can use between two and five words, including the word in brackets.

1 a) Cats are much easier to look after than dogs.
  b) Cats are *nowhere near as difficult* to look after as dogs. (nowhere)

2 a) Goldfish are a lot cheaper than koi.
  b) Goldfish are .... koi. (nearly)

3 a) Tortoises are far less interesting than snakes.
  b) Tortoises aren't anywhere .... snakes. (near)

4 a) Butterflies have considerably larger wings than bees.
  b) Butterflies' wings .... than bees' wings. (deal)

5 a) Tortoises aren't quite as easy to look after as goldfish.
  b) Goldfish are .... look after than tortoises. (little)

6 a) Many people think dolphins are no more intelligent than whales.
  b) Many people think whales are just .... dolphins. (as)

Review: Second conditional



6 Correct the mistake in each sentence.

1 If my house were burgled, ~~I'd~~ *I* think I'd move.

2 Provided that I wasn't in serious danger, I'd always defended myself against a mugger.

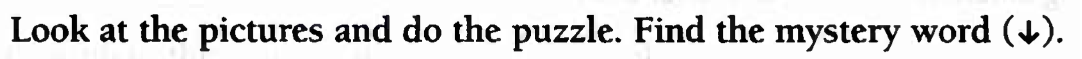
3 Unless his life didn't depended on it, he could never hurt anyone.

4 Imagine you were caught shoplifting, will you tell your family?

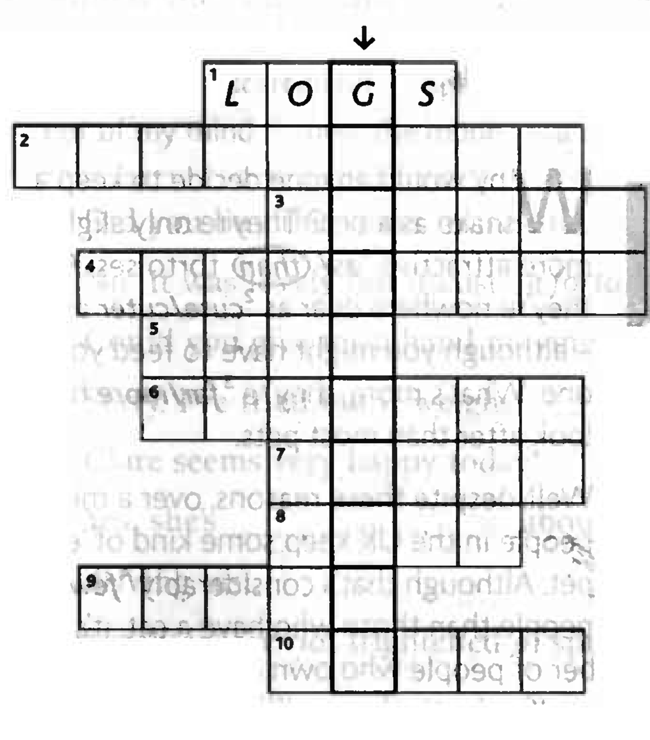
5 Imagine your child was caught spraying graffiti, what you would do?

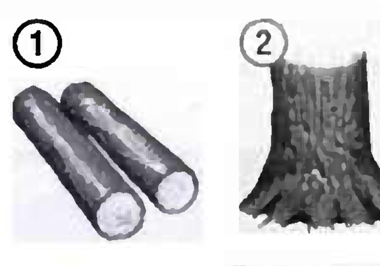
5B The global garden

Plants and gardens V5.2

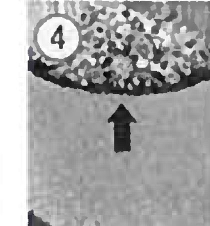


1 Look at the pictures and do the puzzle. Find the mystery word (↓).

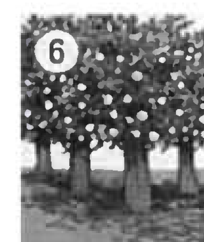


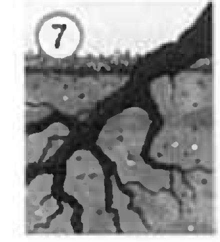


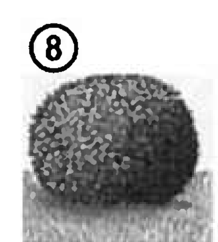




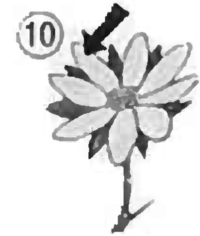












Future verb forms; Future Continuous G5.2



2 Correct the mistake in each sentence.

1 The bees are going *to* love all those flowers.

2 If you need me, I'll have be sitting outside in the garden.

3 They're comeing to lay a new lawn this afternoon.

4 I'm going to buying some fresh herbs.

5 The garden centre doesn't opens until ten thirty.

6 The pollen probably will make me sneeze.

7 I'll watering the plants if you like.

8 I imagine we'll been working in the garden all weekend.



3 Match sentences 1–8 in 2 to the meanings a)–h). Then fill in gaps A–E with these verb forms.

~~be going to~~ Future Continuous
will Present Simple Present Continuous

A be going to
- a) 1 for making predictions based on present evidence.
- b) .... for personal plans or intentions.

B
- for fixed events on a timetable.

C
- d) for future arrangements.

D
- e) .... for actions that will be in progress at a point in the future.
- f) .... for something that will happen in the normal course of events.

E
- g) .... for instant decisions.
- h) .... for predictions not based on evidence.

4 Choose the correct future form.

1. It says here that the pottery class *will be beginning/begins* at 6.30.
2. Look at all those trees. You're *having/going to have* to clear up a lot of leaves in the autumn.
3. You*'ll be seeing/see* her soon, won't you?
4. I*'ll give/'m giving* her a rabbit for her birthday. It's at my house.
5. We*'re finding/'ll find* the weather a lot warmer in the future.
6. *Are you going to/Do you* get a pet of any kind?
7. I've got an idea! I*'ll use/'m using* that tree trunk to make logs for the fire.
8. We *watch/'ll be watching* you in the race on television.
9. I*'m waiting/'ll be waiting* outside your house tomorrow morning at six o'clock.
10. They'll *have/be having* enough time if they leave right now.



5 Complete the conversations with the correct future forms of the verbs in brackets.

1 PRESENT CONTINUOUS; *WILL*



JESS What's that book? Don't tell me you [1] 're thinking (think) of getting an iguana!

RAY Yes. I [2] .... probably (get) one. But I'm not completely sure.

JESS [3] you (be able) to look after it?

RAY [4] .... (go) on a course about keeping exotic pets next week. So we [5] .... (see).

2 FUTURE CONTINUOUS; PRESENT SIMPLE

MAX I [6] .... (not come) in tomorrow morning.

LENA Why not?

MAX Well, if my train to London (go) at one, I won't have time.

LENA Yes, you will. I [8] .... (leave) work at around midday for a meeting in town, so I can take you to the station.

MAX OK. But we must leave on time. The lunchtime rush hour [9] .... (make) traffic terrible around the station. And if I [10] .... (miss) my train, I [11] .... (ask) you for a lift to London!

6 Complete the sentences with the Future Continuous of these verbs.

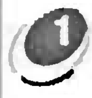
~~have~~ wonder stay meet think fly

1. When they arrive we 'll be having dinner.
2. I .... of you while you're in your exam.
3. I .... her again in a few weeks if you want to come.
4. I should go. My mum soon .... where I am.
5. At midnight we .... somewhere over the Atlantic.
6. you at home this evening?



5C That smells nice!

Reading



1 Read the article quickly and decide which paragraph (A–F) is about these things.

1 [D] Common dangers for anosmics.
2 [ ] Anosmia and eating.
3 [ ] What anosmia is and how people get it.
4 [ ] How people feel about being anosmic.
5 [ ] What can be done about the condition.
6 [ ] How Max was diagnosed with anosmia.

Back referencing  V5.3



2 Read the article again and look at the words in bold. What do they refer to, a) or b)?

1 (a) a congenital anosmic b) no sense of smell
2 a) the US b) anosmia
3 a) Max b) Max's doctor
4 a) food b) gases
5 a) milk b) freshness
6 a) problems b) anosmics
7 a) having a sense of smell
b) having no sense of smell
8 a) a cure b) Max's wife

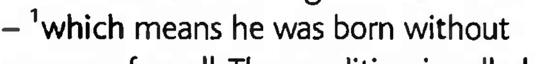


3 Are the sentences true (T), false (F) or the article doesn't say (DS)?

1 [T] The writer never learned about anosmia at school.
2 [ ] Max has never been able to smell.
3 [ ] Congenital anosmics are nearly always diagnosed soon after they are born.
4 [ ] Most anosmics have no sense of taste.
5 [ ] Anosmics use special refrigerators for food.
6 [ ] It is more common for those who get anosmia later in life to get depressed.
7 [ ] Most anosmics recover without medical help.
8 [ ] Max's wife is also anosmic.

"I miss the smell of my son's hair"

A Years ago I remember a school experiment where we wore blindfolds* to simulate being blind and, on another occasion, wearing headphones to experience being deaf. However, I don't remember talking about not having a sense of smell. In fact, I wasn't aware that some people couldn't smell until I met Max Christian. Max is a congenital anosmic – [1]**which** means he was born without a sense of smell. The condition is called anosmia. And in the US alone there are over two million people who have [2]**it**. Some were born that way, but most developed it as a result of an illness or injury.



B Amazingly, but not unusually, Max's anosmia wasn't discovered until he was in his twenties. At first his doctor didn't believe him. But after hospital tests, which simply involved smelling increasingly strong chemicals, Max's condition was confirmed. "Wow, there really is nothing, is there?" Max remembers [3]**him** saying.

C One of the worst implications of having no sense of smell is a significant loss of taste. The taste of food is a combination of sensations from your tongue and, much more importantly, the smell of gases from [4]**what** you are chewing. "Water, apple juice, onion juice. I can't tell the difference between them!" Max admits.

D Day-to-day life also gets a lot more hazardous without the warnings that a sense of smell provides. Think of the times you've left something on the stove for too long. The first sign of that an anosmic gets is the smoke. And have you ever checked the freshness of milk by smelling [5]**it**? "I've been off work sick countless times because of food poisoning," says another sufferer.

E Congenital anosmics are often quite practical about their sense of smell. They've never had one, so they can't miss it. But for some, especially [6]**those** who have developed anosmia later in life, the effect can be very upsetting and lead to serious depression. "I miss Angel, my perfume, though I still wear it every day. I miss the smell of my son's hair, the smell of roses ... and even snow," says the personal account of a woman whose head injury left her an anosmic. "I feel like not smelling has left me missing a part of life [7]**that** everyone else takes for granted."

F The good news for non-congenital anosmics is that there is a chance they will regain their sense of smell – either naturally or by medical treatment. But for those like Max, there's little hope. He's unconcerned. "I wouldn't try a cure in case [8]**it** had psychological effects," he says. "My wife would probably appreciate a fix though – she gets fed up with being asked to do 'smell tests' for me."

**blindfold* = a strip of cloth which covers someone's eyes and stops them from seeing

5D Ecological footprints

Adjectives for giving opinions V5.4

1 Replace the words/phrases in **bold** with the adjectives.

~~illegal~~ justifiable ethical wasteful damaging
unsustainable disturbing inevitable

1 Building here without permission is ~~**not allowed by the law**~~. *illegal*
2 I believe that a world shortage of oil is **certain to happen** if we continue to be so **inefficient and careless**.
3 The current rate of petrol consumption is **impossible to maintain**.
4 The environmental impact of tourism can be **shocking and upsetting**. But many governments think it is **acceptable** because of the business it generates for their economies.
5 Can producing cigarettes ever be **morally correct** when they are so **harmful** to our health?

Discussion language (2): opinions RW5.1



2 **Match sentences 1–6 to replies a)–f).**

1 It'd be much better if everyone were charged for the amount of rubbish they produced.
2 One argument in favour of organic food is that it simply tastes better.
3 How many languages will die before the end of the century?
4 So you're saying that the Earth will be uninhabitable by 2100?
5 What proportion of the world's population doesn't have access to clean drinking water?
6 I just don't think it's right that over half of the world's population live in poverty.

a) ...*6*... Maybe, but I don't see how we can change the situation.
b) .... I've never really thought about that. But it does sound a good idea.
c) .... It's hard to say. But estimates say about half of the existing number of languages.
d) .... Yes, but then again it often costs twice as much.
e) .... Er, let me think. About 1.1 billion people so that's about, um, 20 per cent.
f) .... No. That's not what I meant. All I'm saying is that it's going to get a lot warmer.



3 **Fill in the gaps in the conversations with these phrases.**

~~It'd be much better if~~ Maybe, but I just don't
No, that's not what I That's an interesting
I don't think it's right Yes, but then again
One argument in favour of
Well, some people would
I've never really thought about



A

PIA [1] *It'd be much better if* everyone bought fruit locally.

TOM [2] .... argue that it would be a bit boring. Imagine if we didn't have bananas.

PIA [3] .... imagine how interesting it would be when you travelled abroad.

B

BEN .... nuclear power is that it's relatively cheap.

JOAN [5] .... that. But doesn't it produce a lot of waste?

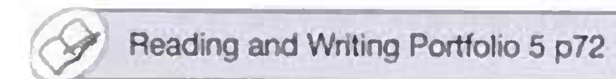
BEN [6] .... point. In fact, very little waste, but the waste is highly dangerous.

C

ALAN .... that we waste so many resources on transport.

LILY [8] .... see how we can stop people from buying cars

ALAN [9] .... meant. All I'm saying is that our oil supplies are not sustainable.


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6A Codes of conduct

Phrases with *take* V6.1



Match sentences 1–10 to endings a)–j).

1 Don't take any notice *i)*
2 I sometimes feel my family take me too much ......
3 I felt he used to take a risk ......
4 Don't take financial advice ......
5 Does she still take a long time ......
6 OK, do you mind taking responsibility ......
7 I've learned never to take sides ......
8 Does your brother still take life ......
9 It's better to take your time ......
10 Don't let your boss take advantage ..

a) to make up her mind about everything?
b) too seriously? If so, he needs to let go a bit!
c) from Tim, will you? He's hopeless with money.
d) by driving that old sports car on the motorway.
e) for granted. I wish they'd help more.
f) of you. You are supposed to finish at six.
g) for organising the picnic?
h) in any arguments between the two of them.
i) of Joe if he shouts at you. He does it to everyone.
j) when you're eating or you'll feel sick.

Uses of verb+*ing* G6.1



Fill in the gaps with verb+*ing*. Use the verbs in the box.

~~live~~	chat	annoy	waste	go	try	enjoy	apologise	be

After [1] *living* in France for a few months, I realised that I really should stop [2] .... to be so polite all the time. The French seem to find it [3] .... if you say things like "I'm awfully sorry" because they feel you are [4] .... their time. It must seem to them that the British spend their whole time [5] ....! The French don't really make 'small talk' either. [6] .... to strangers such as taxi drivers or shop assistants, especially politely, is seen as rather strange. Another difference is that people [7] .... to dinner parties in France will expect to take part in a serious discussion, with guests often [8] .... asked their opinions on 'big issues'. British people, despite [9] .... discussions about house prices and education, are sometimes surprised if their guests want to talk about anything serious, such as politics or art.



Make sentences with these words.

1 fascinating / culture / has / Japan / a
Japan has a fascinating culture.
2 humour / don't / living / understand / here / British / Despite / I
....
3 People / close / some / standing / like / cultures / too / don't / in
....
4 countries / expensive / in / Eating / some / is / restaurants / in
....
5 direct / try / to / questions / avoid / I / answering
....
6 much / being / how / English / earn / The / they / asked / hate



4 Complete sentence b) so it means the same as sentence a), using verb+*ing*.

1 a) If you queue-jump you can make some people very angry.
  b) *Queue-jumping* makes some people very angry.
2 a) People are no longer allowed to smoke in many public places.
  b) .... is now forbidden in many public places.
3 a) People talk about the weather as a way of starting a conversation.
  b) .... is how many people start a conversation.
4 a) It is rude to be very late for appointments or meetings.
  b) .... for appointments or meetings is rude.
5 a) When business people meet for the first time they usually shake hands.
  b) .... is normal when business people meet for the first time.
6 a) People who speak loudly in public on mobile phones are often seen as rude.
  b) .... in public on mobile phones is often seen as rude.
7 a) Much of the population enjoys watching soap operas.
  b) .... is very popular with much of the population.
8 a) Many people find it embarrassing to complain in restaurants.
  b) .... in restaurants is embarrassing for many people.

5 Are the words/phrases in **bold** correct? Change the incorrect phrases.

1 This morning I was woken early by the neighbour's dog *barking* ~~**bark**~~ loudly.
2 **Feel** a bit annoyed, I decided to get up.
3 Before **going** downstairs I had a shower and got dressed.
4 Suddenly, I **was noticing** that my front door was open.
5 I could see a red car **being driven** away at top speed.
6 Someone had broken into my house and escaped, **take** my new TV with them.

6B He's got no manners

Compound adjectives describing character V6.2



1 Read the conversations about three people who have applied for a job. Look at the phrases in **bold**. Choose three adjectives from the box to describe each person.

~~self-assured~~	big-headed	self-conscious
laid-back	absent-minded	level-headed
narrow-minded	self-centred	strong-willed

A

ANNA Joanne's certainly very [1]**confident**! She's only been here a few weeks, but you wouldn't believe it!
ANDY Mmm, confident, certainly. Some might say [2]**she thinks she's more important than she really is.**
ANNA True, and [3]**she likes to do exactly as she wants even if other people disagree**, which is not really what we want, although it's good to have strong opinions.

Joanne is 1 *self-assured*, 2 .... and 3 ....

B

ANDY And what about Steve?
ANNA Well, [4]**he keeps very calm in difficult situations.**
ANDY Does he? Interesting. But am I right in thinking that [5]**he's more interested in himself than in other people?**



ANNA Yes, that's fair enough. And [6]**he's not very good at accepting new ideas or opinions**, which would be a bit of a problem, working with so many new people.

Steve is 4 ...., 5 .... and 6 ....

C

ANDY I really like Emma, myself. [7]**Nothing seems to worry or upset her.**
ANNA That's true. Except giving presentations in front of a lot of people – then [8]**she does get a bit embarrassed.**
ANDY Yes, I'd noticed that. And [9]**she tends to forget things, too.** She doesn't always concentrate that well.
ANNA So who is it to be, then? Joanne, Steve or Emma?

Emma is 7 ...., 8 .... 9 ....

Modal verbs (1); levels of certainty about the future G6.2



2 Are sentences 1–8 correct? Change the incorrect sentences.

1 I shouldn't think she ~~gets~~ *'ll get* the job.
2 They are bound preferring Emma.
3 I don't suppose they will come.
4 I doubt if Steve won't apply for the job.
5 She's unlikely having another interview.
6 They may well want to talk to us.
7 I can't imagine they choose her for the job.
8 They are sure to come late.



3 Complete the conversations with the words/phrases in the boxes.



A

~~will~~ bound to doubt may well unlikely

ERIN Do you think Jess [1] *will* get the job?
LIZ Oh, she's [2] .... Everyone thinks she's wonderful!
ERIN But she [3] .... decide not to apply for it.
LIZ I [4] .... that, myself. She's quite ambitious.
ERIN Yes, you're right. She's [5] .... to be happy earning this salary for very long!

B

couldn't dare say can't imagine

AL I [6] .... they'll stop paying overtime, surely?
OLIVE They might. I [7] .... there's a lot of pressure on them to save money at the moment.
AL I know. Even so, they [8] .... do that without lots of people being very angry.
OLIVE Well, we'll soon find out!

4 Complete these sentences about the future, using the words in brackets.

1 Take your coat. It's *bound to rain* if you don't. Look at those clouds! *(bound/rain)*
2 Don't worry about forgetting her birthday. I .... *(not/suppose/she/mind)*
3 I don't think we should wait for him. I .... this late. *(doubt/he/arrive)*
4 We don't need to pack many clothes. I .... at this time of year. *(can't imagine/it/be/cold)*
5 Give him a ring. He's .... about it if we don't. *(likely/forget)*

5 a) Write sentences with these words.

1 Matt / bound / ask Charlotte out soon.
Matt is bound to ask Charlotte out soon.
2 I / not imagine / what / happen / in the next episode of *High Street*. ....
3 I / not suppose / Bruce / get back / from lunch before two. ....
4 It's unlikely / Ellie / invite us to her party now. ....
5 I dare say / Jamie / be play / computer games again, as usual. ....

b) Match sentences 1–5 with the replies a)–e).

a) ...... You never know, she might, but we're not too popular at the moment.
b) ...... He may well be. He certainly seems to be busy with something.
c) ...... Actually, I know. I'll tell you, if you want.
d) ...... I doubt it. He usually takes at least an hour, especially if he's meeting Laura.
e) ...... He may, but I don't think for one second she'll say yes.



6C Hidden messages

Reading



Read the article about body language quickly and match a heading to each paragraph A–D.

1 It's a small world
2 Don't jump to conclusions
3 First impressions
4 The rules of attraction

2 Read the article again and decide whether the following sentences are true (T) or false (F).

1 [F] People don't usually form an opinion of someone before they've spoken to them.
2 [ ] People everywhere nod their head to say 'yes' and shake their head to say 'no'.
3 [ ] It is impossible to smile properly if you don't feel like it.
4 [ ] If we are attracted to someone, we often find ourselves doing what they do.
5 [ ] The most universal form of communication is one we're not usually aware of.
6 [ ] Body language doesn't always mean what you think it does.

Guessing meaning from context





a) Look carefully at the eight words in bold in the article and put them under these headings.

VERBS [1] *wrinkle*, [2] ...., [3] ....

NOUNS

ADJECTIVES [7] ...., [8] ....

b) Match the words in 3a) to the meanings a)–h). Look carefully at the context.

a) make the muscles tight so that small lines appear on the skin *wrinkle*
b) the circular black areas in the middle of your eyes
c) close and open your eyes quickly ....
d) behaving as if someone is criticising you
e) parts of the body that can move if you tighten and relax them ....
f) interesting and lively ....
g) behave as if you are attracted to someone
h) grow weaker, disappear

Reading the signs

A



Most experts agree it takes between 90 seconds and four minutes to decide what we think about someone, and although we would like to think this is due to our **sparkling** conversation, 80 per cent of this impression actually comes from our body language. And this is before we've even opened our mouths! Of course, what you say will obviously matter later on in the relationship, but it does mean you need to get the body language right straight away or people won't stay around long enough to find out how fascinating you really are!

B ....

Many gestures, such as how you say 'yes' or 'no', are country specific, but others are universal. For example, all people **wrinkle** their noses and raise their top lip to show they find something horrible, even though the things which actually disgust us are often very different. Everyone knows what a smile is, too, and when you're only pretending to smile. This is because **muscles** around the eyes are linked to the emotional part of your brain, which are very hard to control, and they only work when you really mean it. Also, a real smile will **fade** after a few seconds, whereas fake smiles will last much longer.

C ....

There are also signals to tell us whether someone fancies us. When people **flirt** with you, they will make eye contact. Their **pupils** will enlarge and they will **blink** more often. Admirers will also mirror your behaviour, often unconsciously. So if you lean forward or take a sip of a drink, you will find that they will do the same. However, there is another gesture we are probably unaware of, but which is used by every culture on Earth and which some experts claim is the most instantly recognisable non-verbal human greeting. When we first see someone we find attractive, our eyebrows rise and fall and if they feel the same, they raise their eyebrows, too. It's not surprising if you have never noticed, since the whole process only lasts about a fifth of a second!

D

A last warning; don't judge people on one thing alone! Look for four signals before you believe it. Sitting with arms crossed might mean someone is being **defensive**, but then again, it might just mean they're feeling cold!

6D Am I interrupting?

Polite interruptions RW6.1



1 Find one mistake in each phrase and correct it.

1 Is this good time? *Is this a good time?*

2 Sorry to disturbing you.

....

3 Can I have word?

....

4 Sorry bother you, but have you got a minute?

....

5 I was wondering if could I see you for a moment.

....

2 Complete the conversations using the sentences in 1 and the words in brackets.



1

LUCY Hi, love. [1] *Is this a good time?*

BEN Hi. It isn't, I'm afraid. (against / really / the / up / I'm / moment / at / it) [2] ....

LUCY That's OK, I'll catch you later.

BEN See you!

2

DAN Hi, Paul. [3] ....

PAUL Sorry, mate, you can't. (tied / just / I'm / bit / up / now / a) [4] ....

DAN Don't worry. It can wait.

PAUL Cheers.

3

JUAN Hello. [5] ....

SARA I haven't just now, I'm afraid. (time / sorry / a / this / good / isn't) [6] ....

JUAN Don't worry. Some other time?

SARA Yes of course. Shall we try later on today? Around 5?

4

SUE Hello. [7] ....

CLARE That's fine. But (pushed / at / I'm / the / for / time / moment / rather) [8] ....

SUE It's not important. I'll come back later.

CLARE Great. See you then.

5

SIMON Excuse me, [9] ....

KAY I wish I had the time, Simon. But (busy / really / I'm / rather) [10] ....

SIMON When would be more convenient?

KAY Let me just have a look in my diary.

Review: future verb forms



3 Read the conversation and choose the correct verb form.

NINA Hi, James, sorry to disturb you at work.

JAMES It's no problem. Are you OK?

NINA I'm fine. I was just thinking about this evening. Do you know what time the film [1]*starts/will start*?

JAMES I'm fairly sure it's 7.30.

NINA I thought so. [2]*Are you going to/Do you* meet us for a drink first or not?

JAMES Probably not. I think [3]*I'll be working/I work* late again, so [4]*I'll probably be meeting/I'm probably meeting* you there as usual.

NINA Right. Amanda [5]*is coming/will come*, too, by the way. I invited her this morning.

JAMES Good. [6]*I'm going to/I'll* give you both a lift home, if you like.

NINA That's brilliant, because the last train [7]*will go/goes* at ten and that means we [8]*won't have to/aren't having to* rush to catch it.

JAMES OK. See you later.

NINA Bye.



Reading and Writing Portfolio 6 p74

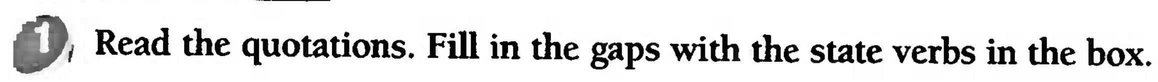


7 Small world

Language Summary 7, Student's Book p128

7A At the airport

State verbs V7.1



1 Read the quotations. Fill in the gaps with the state verbs in the box.

~~own~~ involve recognised detest suit suspected deserves trusts belongs

1 "I don't ...own... a cell phone. I just hang around everyone I know, all the time."
Mitch Hedberg, comedian (1968–2005)

2 "The future .... to those who prepare for it today."
Malcolm X, civil rights leader (1925–1965)

Malcolm X

3 "A celebrity is a person who works hard all his life to become well known, then wears dark glasses to avoid being ...."
Fred Allen, comedian (1894–1956)

4 "He who allows himself to be insulted, ... to be."
Pierre Corneille, author (1606–1684)

5 "Tell me and I'll forget; show me and I may remember; .... me and I'll understand."
Chinese proverb

6 "No one believes the official spokesman, but everyone .... an unidentified source."
Ron Nessen, politician (1934–)

Katharine Hepburn

7 "I never lecture, not because I am shy or a bad speaker, but simply because I .... the sort of people who go to lectures and don't want to meet them."
H L Mencken, journalist (1880–1956)

8 "Sometimes I wonder if men and women really .... each other. Perhaps they should live next door and just visit now and then."
Katharine Hepburn, actress (1907–2003)

9 "The afternoon knows what the morning never ...."
Swedish Proverb

Simple and continuous aspects; activity and state verbs G7.1



2 a) Match beginnings of sentences 1–6 to endings a)–f).

1 Many of the workers here ...e)...
2 Yesterday morning the queues at check-in ....
3 At least three times a year I
4 The airline provided ....
5 During the summer, Mark
6 My family and I have

a) fly back to our head office in the US.
b) been waiting in this queue for over three hours.
c) is working for an airline.
d) were making everyone very bad-tempered.
e) live within 10 kilometres of the airport.
f) food and drink for passengers during the delays.

b) Which sentences from 2a) describe:

a) something unfinished? 2 or (6)
b) something permanent? 1 or 5
c) something temporary? 3 or 5
d) a habit? 1 or 3
e) something completed? 4 or 6
f) something in progress at a specific time? 2 or 3



Read about Wayne's job. Choose the correct verb form.

I work for an airline as a Customer Service Agent. That means I [1]*look/am looking* after passengers from the moment they arrive at the check-in desk until they board the plane. I[2]*'ve done/'ve been doing* this job since I left school, but the stress [3]*starts/is starting* to get me down. This morning I [4]*do/'m doing* check-in. Generally it [5]*involves/'s involving* checking people's tickets and passports. It can be a nightmare! Last week I dealt with a businesswoman who [6]*flew/was flying* to Dubai to give a speech at a conference. She [7]*had brought/had been bringing* her daughter's passport instead of hers! By the time her passport [8]*arrived/was arriving* – in a taxi – her flight had left. I [9]*think/'m thinking* about applying to be a flight attendant. I[10]*'ve talked/was talking* to a few the other day and they [11]*seemed/were seeming* so positive about what they do every day. I [12]*suspect/'m suspecting* you need a lot of patience to do their job, though!



Fill in the gaps with the correct form of the verbs in brackets.

1 I *'m seeing* the doctor tomorrow. I *have* an appointment at ten. (see, have)

2 .... you .... the queues at the airport on the news last night? I .... of cancelling my flight. (see, think)

3 Toby .... very strange today. .... you .... we should call the vet? (be, think)

4 .... this mobile for over three years so I .... of changing it. (have, think)

5 I didn't even say 'hello' when I .... him yesterday. I .... a bad day. (see, have)



7B The new superpower



Business and trade V7.2

1 Change the word at the end of each line to complete the encyclopaedia entry.

CAPITALISM is an economic system in which money is [1] *invested* in the	INVEST
[2] .... of goods and services which are then sold for profit. Since	PRODUCT
the 17th century capitalist [3] .... have been usual in Western	ECONOMY
Europe. After the [4] .... Revolution, capitalism spread outside	INDUSTRY
Europe to many other economies all over the world.	
There are many criticisms of the system. [5] .... make much	MANUFACTURE
more money than the workers who actually [6] .... the items.	PRODUCT
The system leads to an unfair [7] .... of wealth – with the	DISTRIBUTE
[8] .... of large gaps between the rich and the poor. Furthermore	DEVELOP
it needs constant economic growth and therefore [9] .... claim	ENVIRONMENT
that capitalism will one day be responsible for using the last of the world's natural resources.	
Many [10] ...., however, point out that capitalist countries have a	ECONOMY
higher than average income and life expectancy.	

Present Perfect Simple and Present Perfect Continuous G7.2

2 Choose the correct ending for sentences 1–8.

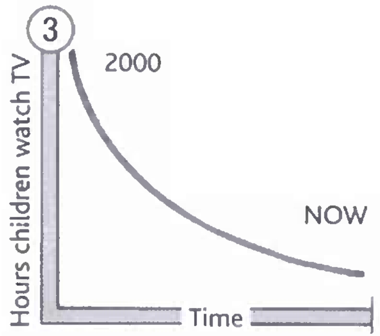
1 They've been trying …	a) to sell their house before, but no one was interested.
2 They've tried …	b) to sell their house for over a year now.
3 He's been asking me	c) for help several times today.
4 He's asked me …	d) to help him all morning.
5 I've visited …	e) many industrial cities, but nothing compares to here.
6 I've been visiting	f) my relatives all weekend.
7 I've run …	g) and I'm absolutely exhausted.
8 I've been running	h) over thirty kilometres this week.



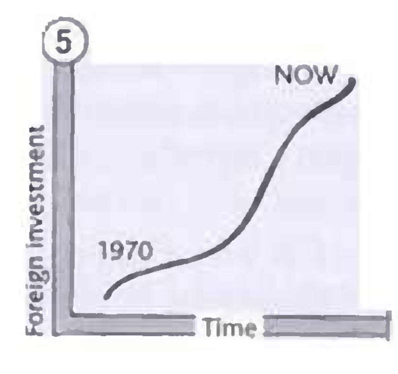
3 Look at the pictures. Write sentences in the Present Perfect Continuous with the verbs in the box.

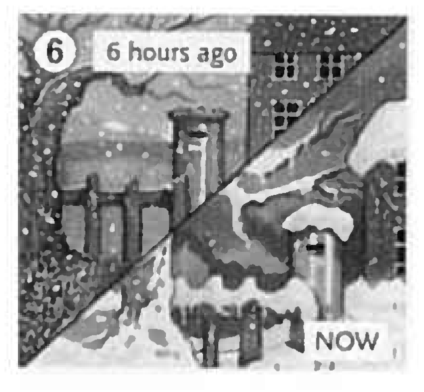
~~clean~~	snow	decorate	drive	rise	fall











1 She *'s been cleaning her car.*
2 Simon and Ailsa ....
3 The hours children watch TV
4 He ....
5 Foreign investment ....
6 It ....



4 Fill in the gaps with the Present Perfect Simple or the Present Perfect Continuous of these verbs. Use the same verb in each pair of sentences.

~~go out~~	learn	try	reply	phone	paint

1 a) Have you *been going out* with each other for long?
b) He's not here. He's *gone out* with his girlfriend for the evening.

2 a) How many times .... he .... today?
b) I .... you all morning.

3 a) We .... Spanish for three years and we still can't speak it very well.
b) .... you ever .... a foreign language?

4 a) What's that on your jeans? you .... ?
b) I .... my bedroom wall three times, but I can still see the old colour underneath.

5 a) I .... to over ten emails already today.
b) I .... to emails all day.

6 a) That car .... to overtake us for the last few miles.
b) This is the most interesting food I .... in a long time.

7C Life in cyberspace

The Internet V7.3



1 Match 1–8 to the words and phrases in the box.

~~an online encyclopaedia~~	Wi-Fi	a chat room
an online dating agency	anti-virus software	
a blog	an online RPG	a search engine

What might you use if you wanted to:

1 find the population of a country? *an online encyclopaedia*
2 write about your opinions for other people to read? ....
3 talk to some people about a specific subject? ....
4 use the Internet without a telephone line? ....
5 look for websites on a particular topic?
6 protect your computer? ....
7 play a game online with other people? ....
8 meet a new boyfriend or girlfriend? ....

Word building 2: prefixes V7.4



2 Read the article about blogs. Fill in the gaps with the correct prefix.

~~pre~~	ex	over	non	multi
self	mis	re (x2)	anti	

3 Are the sentences true (T), false (F) or the article doesn't say (DS)?

1 [T] Justin Hall was one of the first bloggers.
2 [ ] Justin invented the word 'blog'.
3 [ ] *Blogger.com* was the first website that helped people publish their blog.
4 [ ] Blogs have significantly changed the way some people read the news.
5 [ ] Approximately 60 million people write in their own blogs every day.
6 [ ] Some bloggers have left their jobs to write full-time.
7 [ ] Heather Armstrong was fired because she wrote about her colleagues on her blog.
8 [ ] Heather still writes her blog.

All about ... Blogs

Diary writing has been part of literature all over the world since [1]*pre* historic times. And online diaries are making the genre more popular than ever.

The first is thought to be Justin Hall's *Links from the Underground*. Justin wrote a detailed and honest account of his life between 1994 and 2005. At its peak, his website was receiving thousands of visitors a day.

Three years after Justin's first post, someone came up with a term for what he, and a few other people, were writing – a weblog. The word comes from the words *web* and *log**. Then in 1999 a fellow diarist jokingly [2]_____ wrote the word as 'we blog' and soon the English language had a new verb: *to blog*.

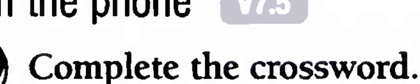
The early bloggers needed some technical computing skills to make their pages. But from 1999, websites such as *blogger.com*, which helped anyone to publish their own blog, started to appear. The phenomenon of blogging exploded. By 2001 there were about a million blogs on the Internet – from 'what I had for breakfast, lunch and dinner today' blogs, receiving few, if any, visits – to protesting [3]_____-war blogs, read and commented on by hundreds of people every hour.

Now it is accepted that blogs have [4]_____ defined journalism. They can report on news events within a few minutes and can include photos and even video. Their readers can participate in the debate on the blogs, adding additional information and links. The news has never been so interactive.

About 60 million people now [5]_____-publish their diaries, thoughts and observations online – although this is undoubtedly an [6]_____ estimate because many of them are never updated. The [7]_____-stop rise of blogs is in part due to money. When Google bought *blogger.com* in 2003, it gave its users the ability to put adverts on their websites. Popular blogs can now earn thousands of dollars a month through this method and advertising on blogs is now a [8]_____-million dollar business.

Blogging has not been without controversy, of course. [9]_____-employees of famous fast food restaurants have written revealing accounts of their previous employment. Most famously, Heather Armstrong's blog *dooce* included a diary of her day at work. Even though the names were changed, it was seen by her company, who fired her for 'professional [10]_____ conduct'. Now *dooce* is part of the English language, too. It means 'to fire someone for writing about their job in a blog'!

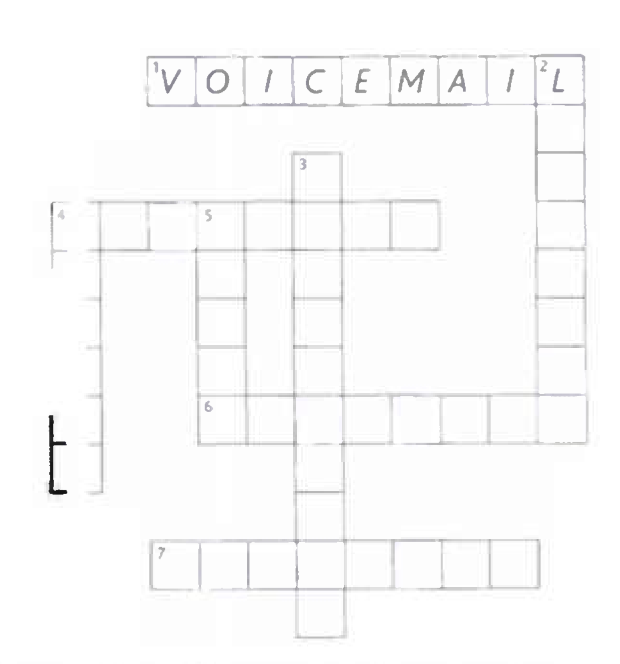
*log = a written record or diary

7D You're breaking up

On the phone V7.5

1 Complete the crossword.



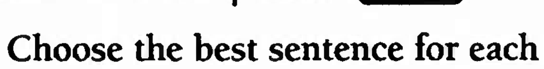
Across →

1 an electronic answering system where people can leave messages. (9)
4 an agreement you sign with a mobile phone company before you get a phone. (8)
6 a public phone that costs money. (8)
7 the sound that your mobile makes when someone is calling you. (4,4)

Down ↓

2 a phone connection that comes into your home. (8)
3 if you don't have a 5 across, your mobile is this. (3-2-3-2)
4 what happens when you lose the signal during a phone call. (3,3)
5 what you do when you don't have enough credit on your phone. (3,2)

Problems on the phone RW7.1


2 Choose the best sentence for each situation.

1 Your friend tells you their mobile phone battery is getting low. Your friend says:
a) I think my battery's about to run out.
b) Shall I call you back on a landline?
c) You'll have to speak up a bit.

2 You're speaking to a friend, but you can't hear them clearly. You say:
a) There's a bit of a delay on the line.
b) I keep losing you.
c) Would you like me to phone you back?

3 Your friend's phone rings and you like the sound it makes. You say:
a) What's that ring tone?
b) Have you checked your voicemail?
c) Do you have a contract for your mobile?

4 While you're on your mobile, your train goes through a tunnel. You hear nothing your friend says. You say:
a) Sorry, it's a bad signal.
b) Sorry, you'll have to speak up a bit.
c) Sorry, I didn't catch any of that.

5 You're talking to a friend, but your phone is about to run out of money. You say:
a) Sorry, I'm just about to run out of credit.
b) Sorry, it's a bad line.
c) Do you want me to give you a ring later?

3 Complete the conversations with the phrases in the boxes.

~~about to run out of~~ catch any of that
keep losing breaking up signal isn't very good

ROB Hi, Dad. I can't speak for long. 'm [1] *about to run out of* credit.
DAD Sorry, you're [2] .... a bit. I didn't [3] ....
ROB The [4] .... here. said my credit is low.
DAD .... you, I'm afraid. 'll ring you back.

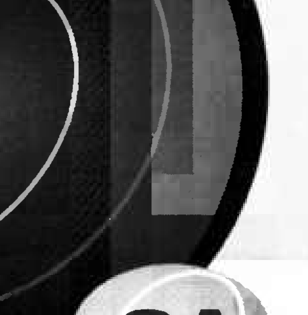
calling you my battery got cut off phone you back

EVE Sorry, we [6] ....
NICK No, [7] .... ran out, I'm afraid. m .... from a payphone
EVE Ah, see. Do you want me to [9] ....

my battery's about to 'll have to speak up
on your landline a bit of a delay

DAN Wow! You're the other side of the world, but the line's perfect.
BEN Well, there's [10] .... And you're a bit quiet.
DAN Shall I call you back [11] ....
BEN No, don't worry. But you [12] .... a bit.
DAN OK. Is that better?
BEN Yes. But unfortunately [13] .... run out!


Reading and Writing Portfolio 7 p76



8 Making ends meet

Language Summary 8, Student's Book p131

8A I'm broke

Dealing with money 

 **Choose the correct words.**

In the money?

Going through university is a huge financial challenge, with students increasingly getting part-time jobs to get them through their years of study. We asked four students at Birmingham University what they would do if they won a lot of money.

Jane, a first year economics student, said, "I'd put most of my winnings into a [1]*current/ **savings*** account so I could get a high interest [2]*rate/rating*. Then I'd save up to go on holiday. I'd love to visit Australia."

Her friend Claudia, who studies chemistry, was keen to [3]*invest/repay* the [4]*loan/credit* on her car before she did anything else so that she could stop worrying about how she would pay for it. Then, she added, "I'd spend the rest [5]*for/on* my family for once because I'm always borrowing from them when I'm short [6]*from/of* money."

Law student Rob told us, "It would be lovely to pay [7]*money/cash* for something instead of always buying [8]*in/on* credit."

And, Jason, in his final year of a computer science degree, said "If I were well [9]*off/in*, the first thing I'd do is to invest money [10]*on/in* an online business."

Wishes (1): *I hope ...* ; *It's time ...* G8.1

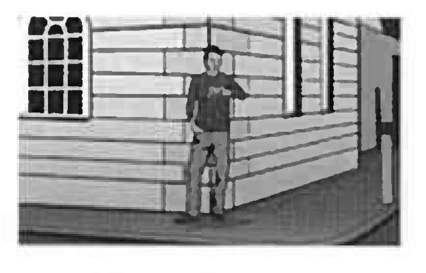
 **Choose the correct sentences. Sometimes more than one answer is correct.**



1 a) I wish you came.
b) I wish you would come.
c) I wish you could come.



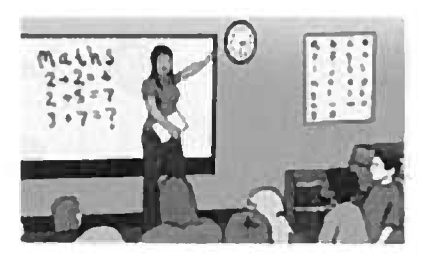
2 a) If only I was well off.
b) If only I would be well off.
c) If only I were well off.



3 a) I hope she arrives soon.
b) I hope she'll arrive soon.
c) I hope she arrived soon.



4 a) If only I didn't have to get up.
b) If only I don't have to get up.
c) If only I wouldn't have to get up.



5 a) It's time you go.
b) It's time to go.
c) It's time you would go.



6 a) I wish you took him.
b) I wish you take him.
c) I wish you'd take him.

 **Find five more mistakes in this email and correct them. Sometimes more than one answer is correct.**



Hi Jo,

I've been at college a month now, but it feels like I've been here all my life!

Hard work, but I'm enjoying it. I just wish I ~~have~~ *had* more money. I always seem to be overdrawn. At the moment I'm broke, but luckily it's nearly time for my parents sending me my monthly cheque. If only they send one every week!

Anyway, how are you? How's the new job? I wish you be here instead. It would be much more fun! If only there was a direct train service, you could come down more often. Anyway, it's about time I do some work. I haven't done any for two days.

hope you'd email me soon.

S x

4 **Fill in the gaps in the conversation with the correct form of the verbs.**

TOM I'm really fed up with this town. The transport situation is getting worse and worse.

BILL Yes, if only there [1] *were/was* (be) a decent bus service.

TOM You really need to have a car, living here, don't you? But I can't even afford a second-hand one at the moment.

BILL It's time we both [2] .... (find) jobs that paid better. I always seem to be in debt these days.

TOM Me too. I'm hoping someone at work [3] .... (leave) soon, then I can apply for a promotion.

BILL I'm sick of living at my parents' house, that's my main problem. I'd love a place of my own.

TOM So would I. It's about time we [4] .... (have) more independence, now we're 26!

BILL My mother's OK, I suppose. But she will insist on treating me like a child.

TOM That's mums for you! Oh, well! Shall we go? I wish I [5] .... (buy) you another drink, but I'm broke!

8B Every little helps

Phrasal verbs (2): money V8.2

1 **Complete the conversation with the prepositions.**

~~into~~	out	off (x3)	back	to	down (x2)	up

SAM Apparently, Jane's aunt has died and she's come [1] *into* some money.

BOB Really? What's she going to do with it?

SAM Well, she's been saving [2] .... to go to Australia so maybe she'll do that, but first she wants to pay [3] .... the mortgage on her flat.

BOB Oh, good. Maybe she can pay [4] .... what she owes me, too!

SAM Or maybe she'll buy another property. Did you hear that house prices are set to go [5] .... at last?

BOB Great. I've been waiting for that to happen before I took [6] .... a mortgage myself.

SAM You do realise you have to put [7] .... a 10 per cent deposit on a house, don't you?

BOB Oh, I'll borrow that from my mum.

SAM By the way, did you go to that new restaurant you were talking about?

BOB Yes, I did. I think they tried to rip me [8] .... , actually.

SAM You're joking! What happened?

BOB Well the bill came [9] .... far more than we'd expected and it turned out they'd charged us for two bottles of wine instead of one. Having said that, they did take the extra money [10] .... the bill when we complained. And they gave us a free drink too, which wasn't bad!

Wishes (2): *should have* G8.2

2 **Choose the correct verb forms.**



DANI Oh no, look at all this traffic. We should [1] *knew/have known* the motorway would be busy at this time of day!

RICK Well it's too late now! What time's the flight?

DANI In two hours. I wish I [2] *'d set/set* my alarm an hour earlier.

RICK We should [3] *booked/have booked* an earlier flight really! The traffic's always bad at this time.

DANI The early one was fully booked. Oh, dear. I wish we [4] *'d gone/went* to the airport by train instead.

RICK But you said we had too much luggage, remember?

DANI I know, but we're going to miss it if it stays like this.

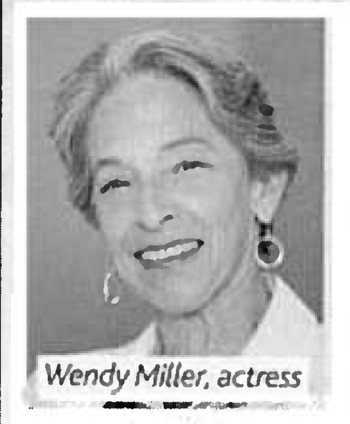
RICK Well, frankly I wish we [5] *didn't decide/hadn't decided* to go abroad at all. Airports are always a pain in August!

DANI Well you should [6] *have told/told* me earlier. You can organise it yourself next time!



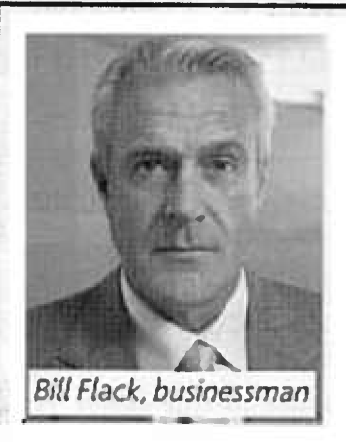
Complete the article about past regrets with the correct form of the verbs in the boxes.

Regrets, I've had a few!


Wendy Miller, actress

~~have~~ give up not listen know wait

I was an only child and I always wished I [1] *'d had* a sister or brother to play with. My parents bought me a puppy instead, but it wasn't the same! Then soon after I left drama school I married my husband. I wish I [2] .... a bit longer – he was a ski instructor, twenty years older than me, and I should [3] .... it wasn't going to work out. Actually, I should never [4] .... singing and dancing, either. I used to love appearing in musicals at drama school, but my tutor encouraged me to do more serious acting instead, so I joined the Royal Shakespeare Company. I do enjoy it, but thinking back, I wish I [5] .... to her and just followed my own instinct. But we all make mistakes!


Bill Flack, businessman

work spend become take learn

Looking back, I definitely wish I [6] .... harder at science at school, because, although I like my job, I should really [7] .... a vet. Animals are my passion. I also wish I [8] .... to play the saxophone at school. I'd love to have been in a jazz band.

I should also [9] .... a year off before university to travel abroad, because I think that's a really valuable experience that I missed out on. But more than anything I wish I [10] .... more time with my children when they were young, because they grow up so fast.



a) Match the beginnings of sentences 1–6 to endings a)–f).

1 I wish I'd *c)*
2 I wish I ......
3 It's time you ......
4 Don't you wish you ......
5 They shouldn't ......
6 Shouldn't he ......

a) did something about finding a job.
b) have offered to pay back the deposit he borrowed from Amanda?
c) known you were broke.
d) had paid off your loan straight away?
e) didn't have to work.
f) have taken out such a huge mortgage.

b) Match these sentences to 1–6 in **4a)**.

a) ...... They can't afford to pay it.
b) ...... You've been living off your parents long enough.
c) ...... I'd have lent you some money.
d) ...... I'm sure she would like it back.
e) ...... You must be paying so much interest on it.
f) ...... I'd love to retire early.



Write sentences about the pictures.









1 wish I / learn to dance

2 You shouldn't / park here

3 I wish I / not buy so much

4 should / look at the weather forecast

8C A bit extra

Reading

1 **Read the article quickly. According to the article, what do most employees prefer?**

a) flexible working hours
b) a company car
c) a free holiday

2 **Which paragraph in the article:**

1 says that different kinds of people should be offered different kinds of perks? *C*
2 suggests how smaller companies can afford to reward their employees? ....
3 mentions the current popularity of relaxation therapies at work? ....
4 says how one company provides an exotic holiday as a work benefit? ....
5 gives examples of the different ways that employees can take a break from work? ....
6 talks about the growing importance placed on a shorter working day? ....
7 lists the most common ways of rewarding employees? ....
8 suggests that people value material perks less these days? ....
9 says which factors are most important to keep people in a job? ....

Synonyms V8.3



3 **Look at the words/phrases in bold in the article. Match them to their underlined synonyms in the article.**

1 *benefits – perks*
2 ....
3
4
5
6
7
8

It's not just the money

A Not long ago, British entrepreneur Richard Branson announced that he had bought an island off the coast of Australia for all his 30,000 staff and their families to use. For employees of his company, Virgin, this must be one of the most attractive, if rather unusual [1] **benefits** of the job!

B Most company perks are more practical than this, but they do appear to be an increasingly important consideration when choosing a job. Typical of these perks, but still valued, are [2] **reductions** to the price of lunch, discounts on company goods or services, child care facilities, interest-free loans and pensions and investments in the company. Particularly popular with employees is membership of a gym or health club and private health care. Keen to reduce sickness and stress, employers have generally been happy to support this trend and the past ten years have seen an increasing demand for on-site services such as massages and yoga. However, the appeal of perks such as cars, laptops or mobiles, which used to be a measure of a person's importance in the company, is declining in favour of benefits which better reflect the priorities of modern life. Material possessions are not the most important consideration these days.

C Surveys show that [3] **pay** isn't [4] **the be-all and end-all** once a person is settled in a job. Job satisfaction and personal achievement were named as the top motivators by almost 77 per cent of managers recently, and recognition of their contribution was thought to be twice as important as financial reward. Christine Garner, who is head of organisational development at the Industrial Society, believes that giving staff a choice of benefits showed that a firm was 'forward thinking'. "Parents may want to take [5] **extra** holidays to be with their children. Older people may want more medical benefits and younger staff may prefer additional money."

D Richard Prior, spokesperson for the publishing house Redwood, thinks it's the little things that count and which are most [6] **appreciated** by staff. Last year he announced that all staff could take the day off on their birthday, as well as leave early on Fridays in the summer. "We haven't got huge amounts of money to invest in perks, but little gestures can make a big difference." These may also include the chance to work at home sometimes, extra leave after a child is born, and US-style 'duvet days', when [7] **employees** might decide to have a day's holiday without prior notice. Other companies let workers trade in some of their salary for extra [8] **leave** or give them the opportunity to take time off to study or travel with the guarantee of a job when they return.

E Recent research has found that twice as many UK professionals would rather work fewer hours than win the lottery. Being able to choose when they work and what benefits are most appropriate allows employees to balance work and home life. It's fast becoming the number one perk.

8D I didn't realise

Apologising RW8.1



Put the conversation in the correct order. Sasha gives an apology and a reason, and Jill responds.

a) No she hadn't, but it doesn't matter.
b) And I'm also sorry for not inviting Andrea to dinner last week.
c) Forget about it. I borrowed Jim's.
d) I had no idea you'd need the car.
e) ~~I'm really sorry that I didn't get back home sooner.~~
f) I thought Pam had done it, for some reason.

SASHA [1] *e)* [2] ....

JILL

JILL



Fill in gaps 1–4 with the phrases in box A. Then fill in gaps a)–d) with the phrases in box B.

A

~~I lost that pen you lent me~~ what I said yesterday
I'm so late returning your call

B

to upset you have put it down for some reason
you'd phoned until a few minutes ago

PAULA I'm sorry. I'm afraid [1] *I lost that pen you lent me.*
GILLIE Oh, that's alright.
PAULA I shouldn't [a] ....

2
ANDY I'm sorry for not
SIMON It doesn't matter.
ANDY I had no idea [b] ....

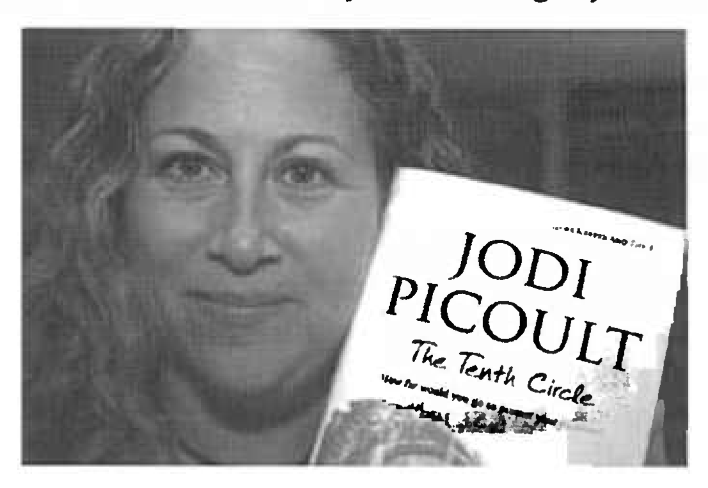
3
LUCY I'm sorry that
BECKY Don't worry about it.
LUCY thought you lived nearer, [c].

4
JOSH 'm sorry about
NICK There's no need to apologise.
JOSH I didn't mean [d] ....

Review: relative clauses



Rewrite the information in 1–6 as one sentence, using relative clauses. Make any other changes you need.



1 Jodi Picoult is an American author. She has written more than 15 books in 16 years.

Jodi Picoult is an American author who has written more than 15 books in 16 years.

2 She grew up in Long Island. It's an hour away from New York.

3 She is a best-selling writer. Her books are read all over the world.

4 Her books have been described as 'soap operas'. They deal with topics such as teenage issues and family problems.

5 She gets a lot of ideas for her books from her friends. They tell her all the gossip in the small town they live in.

6 She spends more than 100 days a year giving readings. She believes this helps to sell her books


Reading and Writing Portfolio 8 p78



9 Out and about

Language Summary 9, Student's Book p133

9A The Oscars

The cinema V9.1



1 Choose the correct words to fill in the gaps.



"The [1] *a)* in the newspaper gave it four out of five stars,' I tell my husband hopefully.

"I don't care if it's won five Oscars. I'm not in the mood for a [2] ...... film – I'm just too tired to do all that reading."

'But it's [3] ...... in the place we went on holiday.'

t? See if they have a [4] ...... version."

As you can tell, my husband could never be a film [5] .... He won't watch black and white films, which means we end up watching terrible [6] ...... of classic originals. And there must be at least two mega-famous names on the [7] ...... list, preferably in the leading [8] .... The [9] ...... doesn't need to make sense as long as there are enough special [10] ...... to distract him. And if there are too many love [11] ...... , he gets as bored as a 14-year-old boy. You know, he once refused to watch a film called *The Madness of King George III* because he thought it was a [12] ...... and he'd missed parts I and II!

1	(a)) review	b) criticism	c) analysis
2	a) dubbed	b) remade	c) subtitled
3	a) set	b) based	c) put
4	a) dubbed	b) subtitled	c) English
5	a) review	b) critic	c) examiner
6	a) remakes	b) remade	c) sequels
7	a) performance	b) role	c) cast
8	a) performances	b) cast	c) roles
9	a) plan	b) plot	c) scheme
10	a) effects	b) images	c) scenes
11	a) vistas	b) pictures	c) scenes
12	a) soundtrack	b) sequel	c) history

The passive G9.1

2 Read the article and choose the correct verb form.



One way the success of a country's film industry can [1]*measure/(be measured)* is by the number of films produced each year. But other factors have to [2]*consider/be considered*, such as how much money is invested in a film and how much money the film [3]*makes/is made*. The British film industry has always had more enthusiasm than money – as a timeline of its fortunes shows.

1940s In the 1940s British cinema was hugely successful and 1.4 billion cinema tickets [4]*sold/were sold* every year.

1950s By the late 1950s this figure [5]*had fallen/had been fallen* to around 500 million. Films began to [6]*make/be made* that appealed specifically to both American and British viewers in order to guarantee profitability.

1960s The 1960s was a decade of quality British film making. In 1962 the first James Bond film [7]*released/was released*, along with the classic *Lawrence of Arabia*. However, over the next ten years audiences continued to [8]*fall/be fallen* to just 193 million in 1970.

1970s In fact, the 1970s were disastrous for British film. Little money was [9]*investing/being invested* and in 1970 only 24 films [10]*produced/were produced* in the UK.

1990s The 1990s saw a rebirth of British film making. While the money came from America, the stars and the scripts were [11]*providing/provided* by the British, with hits such as *Four Weddings and a Funeral* and *Notting Hill*.

2000s Now, audiences are [12]*increasing/being increased* once more and the future for the British film industry looks bright. In 2007 a British-produced film, *The Queen*, won over 20 awards, including an Oscar for best actress, Helen Mirren.

3 **Read the active sentences. Then complete the passive sentences. Use *by* and a noun or pronoun only if necessary.**

1 The writer based the film on a true story.
The film *was based on a true story.*

2 They are filming the new James Bond movie in four different countries.
The new James Bond movie ....

3 They have dubbed the film into twelve languages.
The film ....

4 The DVD includes an interview with the director.
An interview with the director .... on the DVD.

5 The film was so popular they were showing it on all three screens.
The film was so popular it ....

6 George Lucas is going to produce the next Indiana Jones film.
The next Indiana Jones film ....

4 Write the sentences in the passive form.

1 I can't stand / tell / the endings of films before I've seen them.
I can't stand being told the endings of films before I've seen them.

2 This film is famous for / make / in less than a month.
....

3 Cartoons used / draw / by hand / but nowadays they / draw / using computers.
....

4 *Harry Potter and the Order of the Phoenix* is the fifth film / base / on JK Rowling's novels.
....

5 The American actors spent weeks / train / in British pronunciation.
....

6 Filming of the new *Spiderman* film will / delay / for three months.
....

7 prefer films / subtitle / rather than dubbed.
....

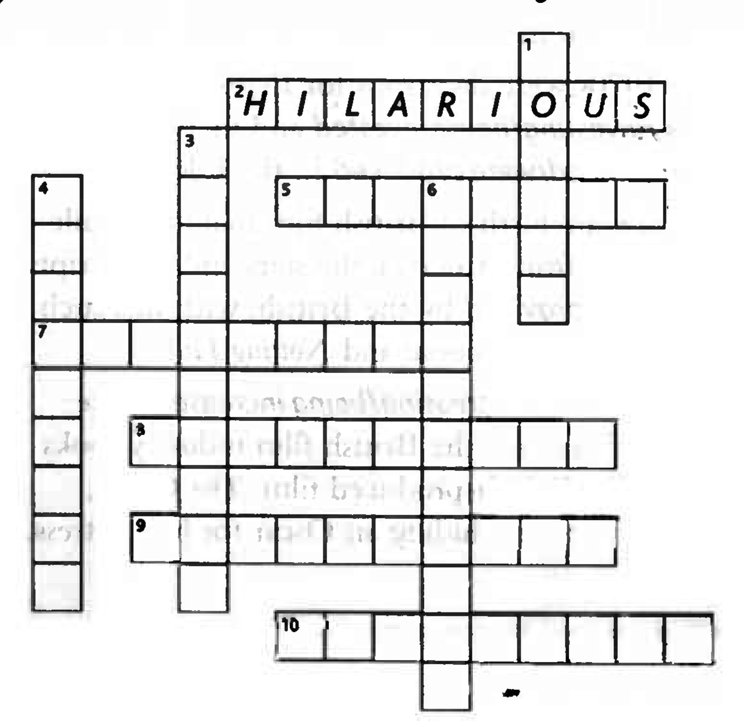
8 *Mission: Impossible* was the first film / show / simultaneously at over 3,000 cinemas across the USA.



9B What was it like?

Entertainment adjectives V9.2

1 **Complete the crossword with adjectives to describe films and books.**



A film, book, etc. that ...

Across →
2 is extremely funny.
5 is extremely exciting.
7 isn't as good as many people think.
8 is difficult to believe.
9 is easy to believe.
10 represents real life.

Down ↓
1 makes you feel sad or emotional.
3 is much better than many people think.
4 is likely to be remembered.
6 is boring because you can guess the story.

as, like, such as, so, such 

2 Choose the correct words/phrases.



1

OLLIE I'm [1]*so/such* tired. I had [2]*such/such a* bad night's sleep.

ANNA That's not [3]*like/as* you. What's wrong?

OLLIE There are just so [4]*many/much* things on my mind at the moment.

ANNA [5]*As/Such as*?

OLLIE Work, money. You know, stuff [6]*as/like* that.

2

PAT It's [7]*such/so* awful weather today, isn't it?

SUMI Yes, it was [8]*so/such* bright this morning I didn't think it would rain.

PAT Me neither. I had to use my bag [9]*like/as* an umbrella.

SUMI I haven't seen rain [10]*as/like* this for years.

PAT I know what you mean. August isn't [11]*such as/like* it used to be.

3

JAMES [12]*Like/As* my accountant, what would you advise me to do?

MIKE Well, I usually tell clients [13]*like/such* yourself that your first priority is to get out of debt.

JAMES How? I've got [14]*so/such a* huge overdraft.

MIKE Well, there are [15]*as/so* many ways in which you could economise. I mean, sometimes you seem to be spending money [16]*like/such as* there's no tomorrow.

3 Complete the sentences with *as*, *like* or *such as* and a phrase in the box.

~~a substitute~~	old leather	nursing	*Who Wants to be a Millionaire*	
the Queen	his manager	you know	a waiter	many people did

1 So many modern films use special effects *as a substitute* for a good story.

2 .... for four years, wouldn't hesitate to recommend him for this job.

3 This meat tastes ....

4 In my year off before university I worked .... local restaurant.

5 Her voice is so posh. She speaks ....

6 Careers .... require a lot of training.

7 I assumed, ... , that Johnny Depp would be in the sequel.

8 My mother is addicted to quiz shows ....

9 .... , I'll be away next week.

4 **a)** Complete the sentences with *so* or *such a/an*.

1 The story was *so* slow-moving we fell asleep.

2 I can't understand why he's .... underrated actor.

3 It was .... predictable film I left before the end.

4 The ending was .... unbelievable I couldn't stop laughing.

5 I've got .... bad credit rating I can't get a loan from anyone.

6 .... many people just don't care about recycling.

7 I get .... scared by horror films.

8 They were making .... much noise I couldn't hear.

b) Change sentences 1–5 in **4a)**. Change *so* to *such* and *such* to *so*, and make any other changes you need to.

1 It was *such a slow-moving story we fell asleep.*

2 I can't understand why .... as an actor.

3 The film ....

4 The film had

5 My

9C Is it art?

1 Read the article. Which paragraph:

1 describes Esref's background? *B*
2 explains how he is able to paint? ......
3 describes how he learned about painting?
4 mentions a job he once did? ......
5 describes the qualities of his paintings? ......
6 mentions where Esref lives now? ......

Homonyms V9.3

2 Match words 1–6 in the article to a)–f).

a) *letter*: a written message
b) ....: obvious
c) ....: spend time doing something enjoyable, like a game
d) ....: the brightness from the sun, fire, etc. that allows us to see things
e) ....: having little money
..................: prove that something is true



3 a) Fill in the gaps with words 1–6 from the article. In these sentences, the words have a different meaning.

1 Have you ever been to a fashion *show*?
2 I've seen both the .... and the film.
3 'Mum' and 'dad' are examples of words that begin and end with the same ....
4 That film was ruined by .... acting.
5 We'd better .... the barbecue soon.
6 The water was so .... that you could see the bottom of the lake.

b) Match the words in 3a) to definitions a)–f).

a) *play* a piece of writing that is usually performed in a theatre
b) .... make something start to burn
c) .... low quality
d) A, B, C, D, etc.
e) .... an event where things are brought together for people to see
f) .... transparent or see-through

Seeing things **differently**



A Hanging on the wall of painter Esref Armagan's flat in Istanbul is a thank you [1]**letter** from Bill Clinton. Esref painted the ex-president of the USA and sent the portrait to him. He has never actually read the letter himself – or in fact, ever seen a picture of Bill Clinton. He's blind. He's a blind painter.

B Esref was born in 1954 in a [2]**poor** neighbourhood of Istanbul, Turkey. Both of his eyes failed to develop and for children like Esref, there were few opportunities for formal education. Unable to [3]**play** with his friends, Esref became interested in drawing, first on walls with nails* and now with paint on canvas*.

C Although it's impossible to say whether he had some vision as a baby, it's [4]**clear** that he has never been able to see normally. And this makes Esref's work extraordinary. He paints everything from fish, fruit, boats and houses to portraits of people, but he has never actually seen any of these things. What's more, although his brain has never experienced [5]**light**, Esref's paintings show shadows and perspective. So, how does he do it?

D Esref has never had any formal training in painting. Instead, he says that he learned about things like colour and shadow from comments by friends. He knows that each object has an important visual quality called colour so he memorised the typical colours of things. When he first learned about shadow, he remembers, he assumed that something red would have a red shadow!

E Esref's work has been exhibited all over Europe, America and even in China. But his skills as a blind painter have also been the subject of various scientific studies by neurologists. The results raise some interesting questions about how the brain works. When we imagine something we have seen in the past, we use a part of the brain called the visual cortex – the same part that we use when we actually see something. Tests [6]**show** that Esref uses the visual cortex too, when imagining objects he knows and when drawing. So despite being blind, it seems that Esref can, in his brain, 'see'. And he does this so well that he can transfer these images into his paintings.

F I ask Esref about the birds he loves to paint. He tells me that he used to own a pet shop that sold birds. "You can easily touch them." He pauses and smiles and says, "I love being surrounded by beauty."

**nail* = a thin piece of metal with a sharp end, used to join pieces of wood together
**canvas* = a strong cloth, used to paint pictures on

9D It's up to you

Making and responding to suggestions RW9.1

1 a) Make sentences with these words.

1 to / are / tonight / What / up / you ?

What are you up to tonight?

2 doing / anything / Are / weekend / this / you ?

....

3 see that / film / fancy / going / to / new French / Do you ?

....

4 out / feel / like / Do / you / a take-away / eating / or getting ?

....

5 we / a try / new Indian restaurant / thought / on Saturday / give that / I / could .

....

b) Correct the mistake in each sentence.

a) I don't feel up to ~~read~~ *reading* all those subtitles, actually.

b) I really mind not. It's up to you.

c) I'd rather to give spicy food a miss, if you don't mind.

d) I'm going to bed early. Some other times, perhaps?

e) Well, I wouldn't mind go to the sales on Saturday morning.

c) Match the sentences in 1a) to their replies in 1b).

1 *d)* 2 .... 3 .... 4 .... 5 ....

2 Complete sentence b) so it has the same meaning as a). Use between two and five words, including the word in brackets.

1 a) I think I'd like to go to the gym later.
b) I *wouldn't mind going* to the gym later. (mind)

2 a) Are you doing anything next Friday?
b) Have you .... on next Friday? (anything)

3 a) I don't mind.
b) I .... way. (bothered)

4 a) I'm not in the mood to go to the gym today.
b) I don't really feel .... to the gym today. (up)

5 a) I don't want to go to it.
b) I'd rather ...., if you don't mind. (give)

6 a) Would you like to see a Trailers concert?
b) Do you .... play live? (fancy)



3 Complete the conversations with sentences b) from 2.

1

ROY [1] *I wouldn't mind going to the gym later.* How about you?

CATH [2] ....

What about going for a bike ride?

ROY Or we could play tennis.

CATH [3] ....

You choose.

ROY We're playing tennis then. I'll get my racket.



2

KEN

....

GRACE That's the 14th, isn't it? I don't think so. Why?

KEN [5]

....

GRACE Trailers? I thought they'd split up!

[6]

KEN Oh, go on! It'll be good fun!


Reading and Writing Portfolio 9 p80

10 The great divide

Language Summary 10, Student's Book p135

10A How practical are you?

Household jobs V10.1



Clare is showing a friend round her new house. Complete her sentences with verbs and nouns from the boxes.

VERBS			
~~replaced~~	~~serviced~~	dry-cleaned	
redecorated	put in	cut	replacing
put up	repaired	checked	

NOUNS				
~~boiler~~	~~central heating~~	rugs	leaks	bedroom
burglar alarm	grass	wall	roof	locks

1 The flat's lovely and warm. The *boiler* was *replaced* recently and apparently the plumbers *serviced* the *central heating* at the same time.

2 I don't think we'll need to .... a .... There is very little crime in this area.

3 But we are .... the .... on the doors and windows. They're very old.

4 This .... was recently .... so it looks fine. But we're going to paint the children's room in a lighter colour.

5 We .... the .... last week and the garden looks so much better now.

6 The last family here .... this .... between the kitchen and the dining room. I think we're going to take it out again and make a large kitchen that we can eat in.

7 The .... was .... recently after it was damaged in a storm. During the rain last week we .... carefully for .... But there don't seem to be any.

8 The .... are being .... at the moment so the floors look a little bare.

have/get something done, get someone to do something, do something yourself G10.1



Complete the article with the correct words.

DIY not?



If you watch British TV for a few evenings, you might think the UK is obsessed by DIY. However, a recent survey revealed that only one in four people under 30 can change a plug [1] *a)* . Instead they usually get their dad [2] .... it for them. And when they can't get something [3] .... for nothing, the under 30s pay for it. On average they spend £1,700 a year on [4] .... jobs done for them.

One problem is time. Mark, 27, says, "I work all week so weekends are my free time. I'd rather pay a decorator than paint my flat [5] ...."

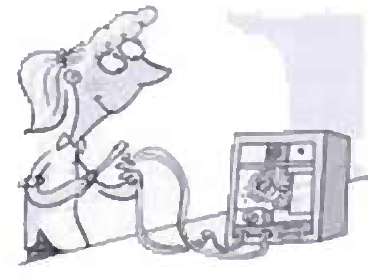
A second issue is confidence. Gina, 24, confesses, "My husband and I tried to [6] .... some leaking taps ourselves a few years back. We ended up flooding the bathroom and had [7] .... a plumber to come round on a Sunday!"

Gina also admits to not doing some jobs now because of the cost. "The last time we had our boiler [8] .... , we paid £400 for various 'problems' the engineer found. We're not getting it [9] .... again until it stops working!"

Modern electronic items are often difficult to repair [10] .... And the cost of repairs reveals another growing trend. Mark tells us, "When my old laptop stopped working, I went to a shop to [11] .... it repaired. But the estimate was over half the cost of a new laptop so I just bought a new one!"

	a)	b)	c)
1	(a) themselves	b) himself	c) itself
2	a) do	b) to do	c) done
3	a) do	b) to do	c) done
4	a) to have	b) have	c) having
5	a) myself	b) herself	c) himself
6	a) have	b) get	c) repair
7	a) to have	b) to get	c) got
8	a) serviced	b) service	c) to service
9	a) do	b) did	c) done
10	a) yourself	b) itself	c) myself
11	a) got	b) have	c) had


Martha is practical, but Roger isn't practical at all. Complete the sentences about Martha or Roger.




1 a) Martha put a burglar alarm in herself.
  b) Roger _had a burglar alarm put in_ for him.
2 a) Martha ....
  b) Roger has the grass cut by a gardener.
3 a) Martha serviced her car herself.
  b) Roger .... at a garage.
4 a) Martha ....
  b) Roger is going to have some shelves put up for him.
5 a) Martha is decorating her flat herself.
  b) Roger .... by professionals.
6 a) Martha ....
  b) Roger has had a leak in his bathroom fixed for him.

4 Complete the sentences with the correct form of *have* or *get*. Sometimes both verbs are correct.

1 We _had/got_ the boiler serviced last year so it should be fine.
2 I .... just .... my blood pressure checked and it's a little high.
3 We .... the car serviced since we bought it. We really should soon.
4 I .... my husband to look after the children this morning so I could .... my hair done.
5 Sorry, Miss Noakes. I promise I'll .... Mr Stone to ring you first thing tomorrow.
6 If I have time, I'll .... the oil checked.
7 We .... an alarm put in next week because our neighbours were burgled recently.
8 I .... anyone to check the tyres last time because I didn't think they needed checking.
9 Before you throw that painting away, why don't you .... it looked at by an expert?

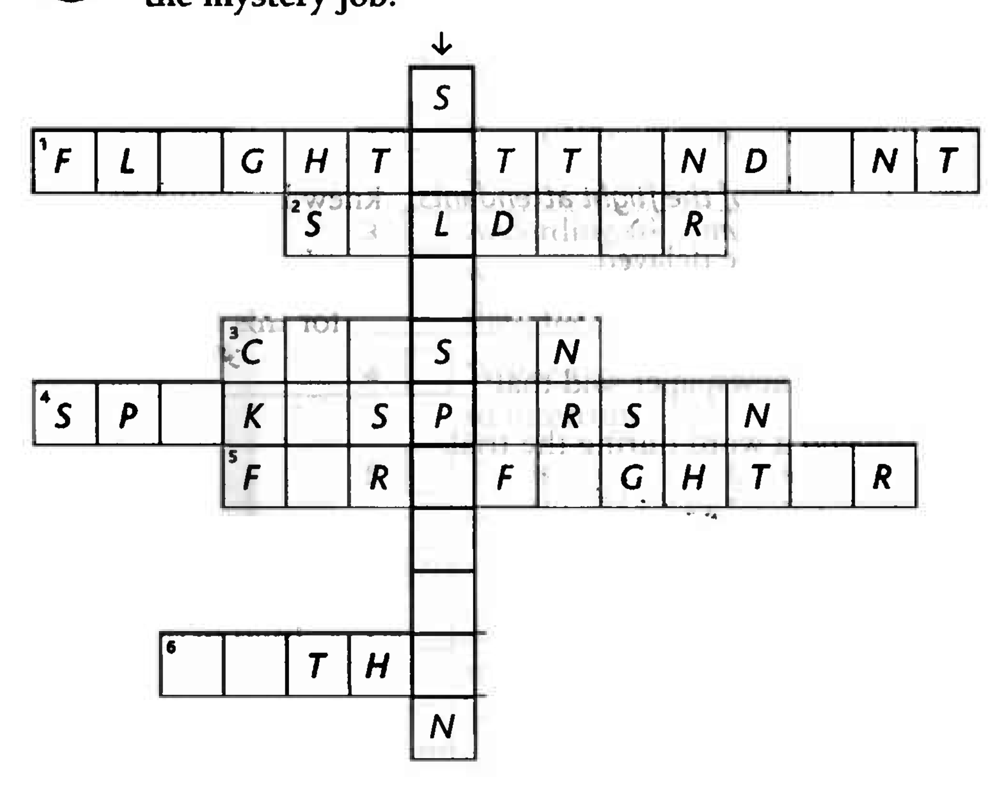
10B New man

Male, female and neutral words V10.2


Choose the correct word. If there is more than one correct answer, choose the neutral word.

1 After the resignation of Mr Kane, we are looking for a new *chairman/chairwoman/chairperson*.
2 A *spokesman/spokeswoman/ spokesperson* said that the actress had a happy and loving relationship with her husband.
3 My *nephew's/niece's* best friend is the son of the *headmistress/headmaster/ head teacher* at her school.
4 The *actors'/actresses'* performances were highly impressive throughout.
5 The man who found my purse is a *hero/heroine*.
6 We spoke to the *manager/manageress*, but Martin was not impressed by her manner at all.
7 The *widow/widower* of the murdered man was a witness at the trial.
8 Sam runs a clothes shop for weddings. No dresses – it's only for *brides/grooms*.


Complete these neutral words with vowels and find the mystery job.



Quantifiers G10.2



Fill in the gaps with the verbs in the Present Simple. If both singular and plural verb forms are correct, write both.



1 Both of my parents *enjoy* (enjoy) babysitting our son.
2 All of the children I teach .... (have got) a mobile phone.
3 I don't think anyone .... (like) our boss.
4 Each ticket .... (cost) £25.
5 Everyone who .... (know) her .... (think) she's such a friendly person.
6 No one .... (carry) much cash any more.
7 Neither of my children .... (eat) much meat.
8 None of my jewellery .... (be) very valuable.



Complete the sentences with *no* or *none of the* and a noun in the box.

~~flight attendants~~	food	help
trains	accused	key

1 *None of the flight attendants* knew how long we would be delayed.
2 There's .... for this lock.
3 The newspaper said that .... said a word during the trial.
4 My boyfriend gave me .... at all with getting the car serviced.
5 There are .... from here into London after 11.30 p.m.
6 .... on this menu is vegetarian.



Choose the correct words.

1 (*Every*) /*All of* time I do any DIY, I always break something.
2 I don't see either of my *cousin/cousins* very often.
3 The repair made *none of/no* difference to the leaks.
4 In a baseball game, each *team/teams* has nine players.
5 *Not any/Neither* of my nieces calls me 'Aunt'.
6 *No/None of* my suits is clean.
7 *Either/All* of my male friends cook more than their partners.
8 Every *landlord/landlords* I've had has insisted on a deposit.
9 I've seen *each/both of* those films and they're awful.
10 *All/Everyone* in my class wants to work in business.

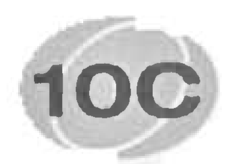


Read about Emily's family and fill in the gaps with these words.

~~both~~	no one	all	every	none of	neither
everyone	no	everything			



When I look back on my childhood, I feel a bit ashamed. [1] *Both* of my parents worked full-time, but my mum also did absolutely everything at home as well. I remember that [2] .... Saturday night my dad made a meal, but during the week [3] .... us helped much. Certainly [4] .... ever suggested that my mum might need a night off. [5] .... was always spotless in the house and I remember that [6] .... of my friends used to be impressed that our house was so tidy. Nowadays [7] .... of my parents work any more and there are [8] .... demanding children in the house, of course. When we're together [9] .... helps with cooking and the clearing up. And mum ... she's still in charge!


10C The same but different

HE SAID, she said ...



In today's [1] *workplace*, a knowledge of the differences between men's and women's styles of communication is essential. Of course, it can be dangerous to generalise, but it's possible to identify some patterns that frequently apply to women and men.

Who talks the most?

The stereotype is that [2] .... women would be ahead here. The truth is quite the opposite. In mixed-sex groups, men often spend more time talking than women. They tend to start more conversations, too.

Do men and women speak in a particular way?

Several [3] .... studies have attempted to show that women tend to be 'softer' than men in their requests and statements. For instance, they suggest they are more likely to use [4] .... or phrases like "Don't you think ... ?" before statements. However, none of the evidence is conclusive.

Who interrupts?

This question is much more [5] .... Men are more likely to interrupt than women and women are also more likely to be interrupted than men. What's more, women actually allow themselves to be interrupted more than men.

Does it matter?

In short, yes. Research indicates that:

- People who talk the most are often seen negatively as controlling conversations. However, in decision-making groups, they also tend to become the leaders.
- Both males and females who use more direct language are perceived as more intelligent and often more able. Conversely, people see users of [6] .... language as less powerful.

What can we do about it?

We need to look at achieving a balance in the behaviour of men and women that will help both sexes to get their message across.

- Men need to be more conscious about how much they speak in relation to their female colleagues so that they are not seen as too dominant.
- Both sexes should avoid overusing 'soft' expressions and [7] .... questions such as "How's the project going?" Instead, use more closed questions such as "When will the next stage be complete?"
- Rather than simply interrupting more – and so becoming like men – women could concentrate on stopping themselves from being interrupted. Simple strategies such as insisting on finishing will help. Finally, men should consider delaying their questions until an interruption would be natural.

Compound nouns and adjectives V10.3

1 **a)** Complete the words to make compound nouns/adjectives with meanings a)–g).

~~place~~ ended forward tags loving respected polite

a) work*place* : where people do their jobs
b) open-.................. : being able to develop in several ways
c) super-.................. : very careful not to be rude
d) well-.................. : highly admired
e) straight.................. : easy to understand
f) question .... : 'aren't we?', 'do they?', etc
g) gossip-.................. : enjoying conversation about other people's private lives

b) Read the article. Fill in the gaps with the compound nouns/adjectives in **2a)**.

2 Read the article again. Are these sentences true (T) or false (F)?

1 [*T*] The writer warns about stereotyping men and women.
2 [ ] In general women talk more than men.
3 [ ] According to some studies, women use more question tags than men.
4 [ ] Women are less likely than men to interrupt.
5 [ ] Talking a lot can be both good and bad for your career.
6 [ ] The advice is mainly for women.
7 [ ] The article tells women to speak more like men.
8 [ ] The article encourages men to be more sensitive about interrupting.

10D I did tell you

Adding emphasis RW10.1



a) Match the beginnings and ends of the sentences.



1 What I admire about flight attendants
2 The thing I hate about
3 One thing I love about cutting
4 The thing that drives me
5 One thing that impresses me
6 What depresses me about living

a) about Simon is his determination.
b) is that they're always so cheerful.
c) weekends is Sunday evenings.
d) mad about our street is the litter.
e) grass is the smell.
f) in London is the traffic.

b) Complete the conversations with the sentences in 1a).

1 A *The thing I hate about weekends is Sunday evenings.*
B Me too. It's that thought of work the next day, isn't it?

2 A ....
B We've got the same problem in our area.

3 A ....
B Yes, it's so fresh, isn't it?

4 A ....
B You should try cycling places.

5 A ....
B Yes, they never seem to get annoyed.

6 A ....
B Yes, he's always been like that.

2 Complete sentence b) so it has the same meaning as sentence a).

1 I hate DIY because I can't do it!
The thing *I hate about DIY is that I can't do it!*

2 Kids nowadays upset me because they're rude.
What ....
....

3 I can't stand having my hair done because it takes so long.
What ....
....

4 My health makes me think about retiring.
One thing ....
....

5 One reason I don't enjoy Hollywood films is because they're so predictable.
One thing ....
....

6 These trousers annoy me because they have to be dry-cleaned.
The thing ....

Review: the passive



Correct the mistake in each sentence.

1 The first actor to ~~been~~ *be* awarded a prize made an hour-long speech!
2 Our bathroom had to redecorated after the flood.
3 A statement is going be made at midday tomorrow.
4 The boiler had to be replaced when it was broken down.
5 I paid £50 so I think I was rip off.
6 They were put in the burglar alarm last week.



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11 Making a living

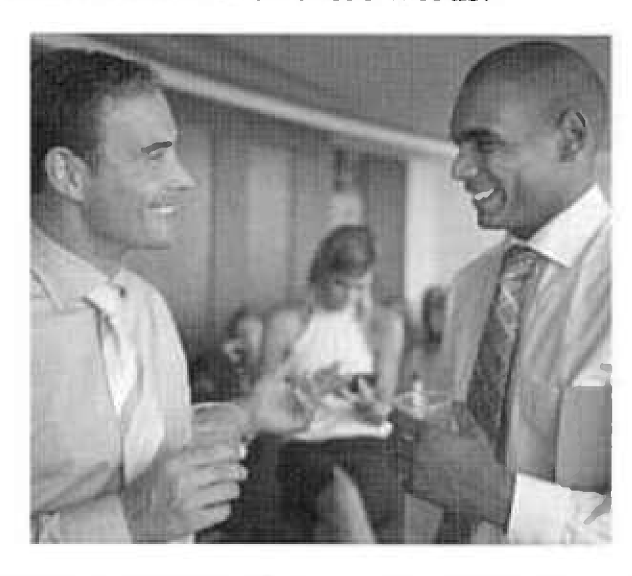
Language Summary 11, Student's Book p138

11A Meeting up

Work collocations V11.1



1 a) Simon and Ian are at an office party. Complete the conversation with these words.



~~freelance~~	work (x 2)	a living (x 2)	a talk
get	a project	redundant	on the go

SIMON Hi. I didn't know you worked for this company.

IAN Well, I work [1] *freelance* rather than for any one company. But I'm doing something for them at the moment, yes.

SIMON Do you prefer working for lots of different companies?

IAN Well, it means I'm [2] .... most of the time, which keeps life interesting. What are you doing for [3] .... these days?

SIMON I used to work here, as you know, which is why I'm at this party. After that I worked at a small printing company, but then I was made [4] .... last year.

IAN So are you still out of [5] .... ?

SIMON No, I'm working on [6] .... for homeless people which the local government has set up. Completely different to what I used to do.

IAN That's fantastic. Do you actually make [7] .... from it or is it unpaid?

SIMON Yes, it does pay reasonably well and I really enjoy it. Do you have a lot of [8] .... on at the moment?

IAN I do, but I've just got back from holiday, so I'm finding it hard to [9] .... down to the routine again.

SIMON I know the feeling well! I have to give [10] .... to a conference on Friday and I haven't even started thinking about it!

b) Find words and phrases in 1a) which mean:

1 work completed over a period of time: *a project*
2 lose your job because your employer doesn't need you any more: be made ....
3 be busy: to be ....
4 work for different organisations: work ....
5 be unemployed: be ....
6 earn money: make a ....

Describing future events; Future Perfect G11.1



2 Six people were asked what they hope to have achieved in ten years' time. Choose the correct verb form.

1 I'm sure I'll *become/have become* a famous footballer. *Darren, 14*
2 Hopefully, I'll *have found/be finding* my ideal job by then. *Anna, 23*
3 I'll probably still *be learning/have learned* English! *Jeanne, 19*
4 I hope I won't still *live/be living* in this town. *Melanie, 29*
5 I hope I'll *have retired/be retiring*, if I've saved up enough money! *Ron, 55*
6 I'll *be driving/have driven* a Ferrari instead of my old hatchback. *Daniel, 32*



Complete the article with the correct form of the verb in brackets. Use *will*, the Future Continuous or the Future Perfect.



Is our future perfect?

Our reporter, Matthew Powell, talked to a few local residents to get their views of what life will be like in 2050.

I don't think we [1] *'ll be going* (go) shopping any more, we [2] .... (buy) everything on the Internet. And scientists [3] .... (invent) some pill that means we [4] .... (not eat) food any more.

We [5] .... much longer, because scientists [6] .... (find) a cure for most of the serious diseases by then. And women [7] .... (have) babies up until their seventies.

I certainly think we [8] .... (land) on Mars by then and ordinary people [9] .... (have) holidays in space. I hope some people [10] .... (live) on other planets, as it will help the overpopulation problem.



11B Going into business

Business collocations V11.2

1 Read about Christine's life in business. Fill in the gaps. Choose a), b) or c).

A FEW YEARS AGO I set [1] *up* a jewellery making company in Mexico. I used to teach English in Mexico City and a friend and I decided to return there to [2] .... into business together. At first it was a great success and we [3] .... our jewellery to countries throughout Europe. We were beginning to [4] .... a profit and were really pleased, so after a year or two we [5] .... the business and [6] .... over another jewellery business in Guadalajara. However, unfortunately after a couple of years it began to make a [7] .... and we had to [8] .... some of the workshops. Eventually we went out of [9] .... altogether although we avoided [10] .... bankrupt. We have a new project now – [11] .... a [12] .... of pizza restaurants.


Christine

1	a) out	(b) up	c) down
2	a) go	b) work	c) be
3	a) imported	b) extended	c) exported
4	a) do	b) make	c) have
5	a) expanded	b) increased	c) rose
6	a) bought	b) took	c) had
7	a) losing	b) debt	c) loss
8	a) close	b) stop	c) take away
9	a) business	b) work	c) sale
10	a) turning	b) going	c) becoming
11	a) leading	b) doing	c) running
12	a) sequence	b) line	c) chain

Reported speech G11.2



a) Paula is starting a new business. Read what the business adviser at her bank said to her. Then complete Paula's conversation with her friend James.

Why do you want to open a café?

When will you be advertising for staff?

How much research did you do?

Have you found a suitable location for the café?

How much money are you going to invest?

You must write a business plan before we go any further.

JAMES Hi. How did the interview with the business adviser go?

PAULA OK, I think, but I'm glad it's over!

JAMES What did he ask you?

PAULA Well, first he asked me [1] *why I wanted to open a café.*

JAMES Oh! What did you say?

PAULA I said because a) **everyone in this town had been hoping for years** that a small café with decent food would open, **but it never had**.

JAMES And did he ask you about your research?

PAULA Yes, he asked me [2] .... and I told him b) **I'd talked to over 600 people in the town** and also in all the villages around.

JAMES And what else?

PAULA Well he wanted to know how much money [3] .... and I said that c) **there would be three investors** each putting in twenty thousand.

JAMES As well as him, we hope!

PAULA Yes, exactly. Then he asked me when [4] .... and I said I was already advertising for suitable people.

JAMES Anything else?

PAULA Yes, he asked if [5] .... for the café.

JAMES OK.

PAULA I told him d) **I'd found the perfect spot** on the High Street, but then he said I [6] .... before we went any further. I said e) **I'd have it done by tomorrow!**

b) Look at a)–e) in bold in 2a). Then write what Paula said to the business adviser in direct speech.

a) *"Everyone in this town has been hoping for years* that a small café with decent food would open, *but it never has."*

b)

c)

d)

e)

3

Complete sentence b) so that it has the same meaning as sentence a).

1 a) "What are you going to call the business?" she asked Tim.
b) She asked *Tim what he was going to call* the business.

2 a) "Can you find an interior designer?" she asked her husband.
b) She wanted to know .... an interior designer.

3 a) "Don't advertise in *The Daily Star*," she told her son.
b) She told .... in *The Daily Star*.

4 a) "Why did you close down the branch?" Will asked his colleagues.
b) Will wanted to know .... the branch.

5 a) "Will you come with me to the meeting, Paula?" Julia wanted to know.
b) Julia wanted to know .... the meeting with her.

6 a) "Get back to this client immediately, please," he told Mike.
b) He told Mike .... immediately.

11C The coffee shop

Reading



1 Read the article quickly and complete this sentence.

The title of the article is *The Internet in a cup* because:

a) nowadays you can log on to the Internet in a coffee shop.
b) coffee shops in the past used to have the same function as the Internet today.
c) an early form of Internet technology was first used in coffee shops.

2 Read the article again. Are these sentences true (T), false (F) or the article doesn't say (DS)?

1 ☐ Coffee houses acted as a source of information in the days before newspapers.
2 ☐ Only serious information tended to be discussed in coffee houses.
3 ☐ Coffee houses were sometimes seen as a threat to governments.
4 ☐ Most people tended to go to only one coffee house.
5 ☐ Coffee was not as expensive as alcohol.
6 ☐ Turkey was the first country where coffee was drunk.

Verb patterns (2): reporting verbs V11.3



3 Make sentences with these words.

1 King Charles II blame / coffee houses / spread political unrest.
King Charles II blamed coffee houses for spreading political unrest.

2 He threatened / close / coffee houses down.

3 His people refused / obey him.

4 The article points out / the Internet and coffee houses / be / similar in many ways.

5 People used to invite / friends / go to a coffee house and discuss politics.

The Internet in a cup

Where do you go when you want to know the latest business news or keep up with the latest scientific and technological developments? Today the answer is obvious: log on to the Internet. Three hundred years ago, the answer was just as easy. You went to a coffee shop, or coffee house as it was called then. Collectively, Europe's interconnected web of coffee houses formed the Internet of the seventeenth century.

Like today's websites, coffee houses were lively and often unreliable sources of information. News and gossip were regularly passed between them and runners would go around reporting major events such as the outbreak of a war or the death of a head of state. Coffee houses were also popular places to have political discussions, which is why King Charles II tried, unsuccessfully, to have London's coffee houses closed down in 1675.

In the days before street numbering or regular postal services it became common practice to use a London coffee house as a postal address and regular customers would pop in to see if there was any post for them while they were checking up on the latest news. That said, most people frequented several coffee houses, as different locations attracted different people: Will's in Covent Garden was a popular venue for writers, the Westminster coffee houses attracted the politicians, businessmen went to the Royal Exchange and financiers to Lloyd's.

The drink that fuelled this network originated in Ethiopia, where the beans used to be chewed, rather than drunk. The first coffee house opened in 1475 in Istanbul, Turkey, a place where coffee was so important that it was legal for a woman to divorce her husband if he could not supply her with enough of the drink. A hundred years later, a coffee house was opened in Vienna and they spread quickly through Europe. The popularity of coffee owed much to the growing middle class, who preferred coffee to alcohol because they believed it stimulated mental activity.

Can the Internet claim to have had as much impact as the coffee houses? Perhaps. What is interesting, though, is how modern coffee shops, different from the old ones in so many other ways, now provide Internet access, so that people can sip their cappuccinos and find out the news of the day, just as they used to.



11D Advertising works

Advertising V11.4



a) **Choose the correct words.**

1 The artist designed a great (*logo*)/*slogan*.
2 They handed out *publicity/leaflets* in the shopping centre.
3 They give away free *samples/campaigns* in the supermarket.
4 They launched the *product/budget* in October.
5 Their advertising campaign was in all the *press/media* except television.

b) **Match the words you didn't choose in a) to these definitions.**

1 a short phrase to advertise something: ......*slogan*......
2 the attention something/someone gets from appearing in newspapers, on TV, etc.: ....
3 the amount of money available to spend on advertising: ....
4 a series of advertisements for a product: ....
5 printed media, such as newspapers and magazines:

Discussion language (3) RW11.1



Laura, Tim and Steve work for an advertising agency. They are discussing the launch of a new chewing gum. Fill in the gaps with the phrases in the boxes.

A

~~I wonder if it would be a good idea~~	
I'd rather we didn't	How about
Yes, that could work	The main problem with that
So am I right in thinking that	

LAURA [1] *I wonder if it would be a good idea* to get a famous footballer to launch the product.

TIM [2] .... is that it's been done too often before.

LAURA I suppose so. Let's think. OK. [3] .... using that runner who won the London Marathon this year instead?

TIM [4] .... What do you think, Steve?

STEVE [5] .... have a sports person at all, to be honest.

LAURA [6] .... you want us to have an actor or singer, or someone? Or not to use a celebrity at all?

B

So are you saying that	Why don't we try and
I'm not sure that's such a good idea	
Yes, that makes sense	

TIM I know. [7] .... advertise it in *Girl Talk*?

STEVE That new teen magazine? [8]

LAURA [9] .... That's bought by girls and I thought we were aiming at boys.

STEVE [10] .... we don't try to sell this to girls at all?

C

it's worth a try	Can we just go over this again?
Maybe we should avoid	One thing we could do

STEVE [11] .... is give out free samples with a national magazine.

LAURA Well, we may not have enough in the budget, but [12] ....

TIM [13] .... using free samples. It's so expensive. What's wrong with the idea of the poster campaign we were discussing?

LAURA OK. [14] .... We all agree we need a big campaign, but we don't want to spend too much.

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12 That's weird!

Language Summary 12, Student's Book p141

12A Where's my mobile?

Colloquial words/phrases V12.1



1 a) Replace the words in bold with the colloquial words/phrases in the box.

~~What's up?~~	trendy	quid	hang on a sec	bug
stressed out	crazy	chill out	mate	telly

What's up?

LAURA [1]~~**What's the matter?**~~ You look tired. Another late night?

NICOLE No, it's worse than that. I'm really [2]**worried and anxious** about work. Well, about my boss, really.

LAURA Not again! You really shouldn't let him [3]**annoy** you so much.

NICOLE I know. You're going to tell me I'm [4]**stupid**.

LAURA Yes, I am. You should just [5]**relax** more. He's not worth it.

NICOLE I know, Maybe I'll just go home and watch [6]**television**.

LAURA Oh no you won't! Let's go to that [7]**fashionable** new bar that's just opened.

NICOLE Oh, Laura, you're such a good [8]**friend**, you know!

LAURA [9]**Wait a moment**. Not so good, actually. I haven't got any cash on me.

NICOLE No problem. I've got a few [10]**pounds**.

b) Replace the words in bold with these words and phrases.

loo	messed it up	a hassle	pretty
guy	pop into	fancy him	chucking out

ALFIE Hi, Jess. What are you doing?

JESS I'm [1]**throwing away** all my old photos and letters.

ALFIE So who's this [2]**man** here?

JESS Oh, that's Jamie. I used to [3]**find him really attractive** when I was about fourteen!

ALFIE And what happened to him?

JESS Oh, it became [4]**complicated** because my sister liked him, too. So I didn't see him again.

ALFIE Well, fourteen is [5]**quite** young to be in love!

JESS Exactly. How was your driving test?

ALFIE Oh, I [6]**did it badly** again. I just can't do three point turns.

JESS Never mind. I'll tell you what – let's [7]**go into** town for a quick lunch. I'll drive!

ALFIE Great. I'll just go to the [8]**toilet** and then I'm ready.

Modal verbs (2): deduction in the present and the past G12.1



2 Make sentences with these words.

1 be / That / brother / must / Diana's / guy
That guy must be Diana's brother.

2 I / house / to / must / move / they / be / think / planning
....

3 must / been / crying / Nikki / have
....

4 lost / can't / passport / You / have / your
....

5 much / can't / ten / He / than / be / more
....

6 going / be / may / later / out / He
....

7 might / Tom / be / That / door / the / at
....

8 could / He / forgotten / have / it / about
....

3 Read the article. Complete sentence b) so that it means the same as sentence a). Use the word in brackets.

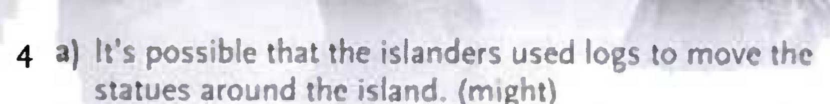
The mystery of Easter Island

Easter Island, famous for its huge stone statues, is over a thousand miles away from its nearest neighbour, in the middle of the Pacific. When Europeans first arrived on Easter Island in the eighteenth century they were amazed to find so many statues, many of them unfinished, and so many people dying of starvation. So what had happened?

1 a) It is now believed that there were over 800 statues on Easter Island at one time. (must)
b) There .... over 800 statues on Easter Island at one time.

2 a) Historians think that perhaps the islanders built the statues for protection. (may)
b) The islanders .... the statues for protection.

3 a) The statues were much too heavy for people to carry from one part of the island to another. (can't)
b) The people living there .... the statues around the island themselves



4 a) It's possible that the islanders used logs to move the statues around the island. (might)
b) The islanders .... logs to move the statues around the island

5 a) The only way of getting logs was to cut the trees down. (must)
b) The islanders .... the trees down to get logs for the statues.

6 a) Maybe, by cutting the trees down, the islanders destroyed their environment. (could)
b) The islanders .... their environment by cutting down the trees.

7 a) It was impossible for the islanders to escape, because they had no wood left to make boats. (couldn't)
b) The islanders .... because they had no wood left to make boats.

12B Invasion

News collocations V12.2



1 Fill in the gaps with the correct form of the verbs in the boxes.

~~attack~~	sue	pay	cause	release

flee	send in	invade	spread

THE FAMILY of a young man who was [1] *attacked* while walking home from school earlier this year say they will [2] .... the police for the way in which the investigation was carried out. Because the crime involved a prisoner who was [3] .... early from jail, it [4] .... a public outcry at the time, leading to important changes in the structure of the police force. If the family succeed with the prosecution, it is anticipated that the police will have to [5] .... damages of over twenty thousand pounds.

TROOPS have been [6] .... to control the worsening situation as panic has begun [7] .... rapidly across a wide area. Rebel armies in two neighbouring countries are also threatening to [8] .... if the situation does not improve and many families are already said to be [9] .... across the border to safety. Thousands more soldiers are on standby in case the trouble becomes any worse.

Past forms of modals and related verbs G12.2



Choose a phrase to complete each sentence.

1 Even if you'd asked me,
  a) I shouldn't have helped you.
  (b) I couldn't have helped you.
  c) I needn't have helped you.

2 Sorry I'm so late. My meeting went on for hours, but I
  a) should have phoned.
  b) must have phoned.
  c) needn't have phoned.

3 I missed the train yesterday, but fortunately I
  a) could get a lift with Joe.
  b) was able to get a lift with Joe.
  c) could have got a lift with Joe.

4 Thanks very much for the present, but you really
  a) shouldn't have.
  b) couldn't have.
  c) wouldn't have.

5 In that situation, I'm not sure what I
  a) needn't have said.
  b) should have said.
  c) would have said.

6 We walked straight in because we had free tickets and
  a) didn't need to pay.
  b) should have paid.
  c) needn't have paid.



Read Jacqui's email. Choose the correct words.

Dear Sam,

It's a shame you [1](*couldn't*)/*wouldn't* come to our party – you [2]*would have/should have* really enjoyed it. Next time we'll make sure we give you more warning!

The last person didn't leave until about 3.00 a.m., but no one stayed overnight so we [3]*didn't need to get/needn't have got* any beds ready, which was a relief. I was very tired this morning, but actually we [4]*could have/would have* gone back to bed for a bit because the kids were watching that old film, ET (you remember, the one about the alien), on TV. In fact they watched it all the way through, so I [5]*could have got on/was able to get on* with some housework, which was good, as the house was such a mess. Actually, I [6]*wouldn't have/shouldn't have* spent all that time cleaning it before the party – it was a complete waste of time! I really [7]*needn't have/couldn't have* bothered!

Jacqui



Match sentences 1–6 to replies a)–f).

1 I haven't got enough money to buy that mp3 player.
2 Thanks for lending me the jumper. I've washed it for you.
3 Didn't you enjoy your skiing holiday?
4 It was fantastic this morning. I had a lie-in.
5 Did you manage to get to the bank for me this morning?
6 I really enjoyed art lessons when I was at school.

a) _5_ I'm sorry, but I wasn't able to in the end.
b) ...... You needn't have done that.
c) ...... I didn't – I couldn't draw to save my life!
d) ...... Oh, of course, you didn't need to take Jack to school, did you?
e) ...... You should have saved some, shouldn't you?
f) ...... I did, but we could have gone on three summer holidays for the same price!



Fill in the gaps with the verbs in the box and the correct form of the verb in brackets.

~~should~~	would	didn't need
needn't	could	was able

1 A Mum, have you washed my football kit?
  B No, I haven't. If you needed it you _should have told_ (tell) me yesterday.

2 A What' s the matter? You've gone white.
  B That was a lucky escape. We .... (crash).

3 A It was Bill's 21st birthday yesterday.
  B Why didn't you tell me? I .... (send) him a card if I'd known.

4 A How on earth did you survive after the boat sank?
  B Luckily, I .... (swim) to the shore – it wasn't far.

5 A That was a great meal.
  B Thanks, but I .... (prepare) so much. No one ate a lot.

6 A Did you explain the situation to Fred?
  B I .... (say) anything: He already knew.



12C Spooky!

Reading

1 Read the article. Fill in gaps 1–6 with sentences a)–f).

a) ~~You could say that it's 'raining cats and dogs'.~~
b) It must have been extremely powerful!
c) Personally, I think this story is the most ridiculous of all.
d) There have been accounts of frog rain, fish rain, squid rain, worm rain, even alligator rain.
e) People reported picking up fish there that weighed up to four kilos.
f) Or some people put it down to fine sand being carried from the Sahara desert and falling as a rain shower.

2 Are the sentences true (T), false (F) or the article doesn't say (DS)?

1 ☐ The reasons for some of the 'weird rains' can be explained.
2 ☐ A whirlwind must have dropped the fish on the Indian village.
3 ☐ The fish in Alabama fell down with the rain.
4 ☐ It was proved that the frogs must have been blown over to Greece.
5 ☐ The red rain which fell on India could have been part of a comet.
6 ☐ The writer of the article doesn't really believe he has seen an alien.

Idioms 



3 Match the underlined phrases in the article to these definitions.

1 completely unexpectedly: *out of the blue*
2 is very different from:
3 don't believe them fully
4 watch for something to appear:
5 a long way from towns and cities:

Reading and Writing Portfolio 12 p86

It's raining frogs

As I sit writing this, I glance out of the window. It's pouring down as usual. [1] *You could say that it's 'raining cats and dogs.'* Not really, of course – it's only a saying. But that's not to say that in many areas around the world it hasn't rained things just as strange – or even stranger!

Weird rain is one of the more extraordinary phenomena that is reported from all corners of the globe from time to time. [2] .... The logical explanation for such odd events is that a tornado or strong whirlwind picked up the animals from shallow water and carried them for hundreds of miles before dropping them. However, this has yet to be proved and it can't quite account for all the incidents.

A powerful whirlwind might well explain a rain of small fish, but not the ones that fell on a village in India. [3] .... They had come crashing down on them completely out of the blue. And on an otherwise clear day in Alabama in 1956, in a place in the middle of nowhere, a small dark cloud formed in the sky. When it was overhead, the cloud let go of its contents: rain, catfish, bass and bream – all of the fish alive. The dark cloud then turned to white and disappeared.

And the inhabitants of a city in southern Greece were surprised one morning in 1981 when they woke up to find small green frogs falling from the sky. Weighing just a few grams each, the frogs landed in trees and on to the streets. The Greek weather experts came to the conclusion they had been picked up by a strong wind. [4] .... That species of frog was native to North Africa.

Other objects can also rain out of the sky. There have been reports of crabs, birds, ice blocks and soft drink cans. Perhaps the most bizarre are the 'rains of blood' which have been reported from all over the world for thousands of years. Most people take these reports with a pinch of salt. [5] .... However, an Indian physicist has recently claimed that particles taken from the red rain showers that fell on Kerala in 2001 could contain microbes from outer space. This is a far cry from the 'sandstorm' theory. He speculates that the particles could be extraterrestrial bacteria adapted to the harsh conditions of space and that the microbes were carried on a comet or meteorite that later broke apart and mixed with the rain clouds above India.



Yeah, right! [6] ....
But I'm still going to keep an eye out just in case. Wait a minute ... I think I saw something fall past my window. Was that an alien I saw?

Planning and drafting

Reading an article about learning languages
Writing planning and drafting an article
Review language ability; imperatives



Read the article quickly. Choose the best answer.

The article is aimed at:

a) people who speak English, but want to learn another language.
b) people who want to learn or are learning English.
c) people who want to learn a language without going to classes.



Learning a language:

What? Why? How? When?

If you want to learn a new language, the very first thing to think about is why. Are you just fed up with speaking English when on holiday? [1] ....*a)*.... Or perhaps you're interested in the literature, films or music of a different country and you know how much it will help to have a knowledge of the language. Whatever your reasons, there is a lot of truth in this old Czech saying:

You live a new life for every new language you speak.
If you know only one language, you live only once.

Assuming you know what and why you want to learn, how are you going to do it? [2] .... And traditional classes are an ideal start for many people. They provide structure, support and an environment where you can practise under the guidance of someone who (usually) has an excellent knowledge of the language. But nowadays there are many more possibilities:

- The Internet – there are hundreds of websites with exercises including audio and even videos. And many are absolutely free. [3] ....
- Think of all the ways you can use your current interests to learn a language. [4] .... Buy a CD of songs in the language and read the lyrics. Don't expect to understand everything, just enjoy getting used to the language. Love reading? Readers – novels written or adapted especially for language learners – are available for all language levels. And research shows that reading is a highly effective way of improving your language ability.
- Take every opportunity you can to use your language – whether chatting with another language learner or ordering a meal in your local, say Italian, restaurant. The staff in my local hairdresser's shop are Lebanese and many of them are learning English. Every day they have an 'English hour' when they all speak English to each other, rather than Arabic. [5] ....

We all lead busy lives and learning a language takes time. You will have more success if you study regularly, so try to establish a routine. [6] .... Becoming fluent in a language will take years, but learning to get by takes a lot less!

Many people start learning a language and soon give up. "I'm too old," they say. Yes, children do learn languages more quickly than adults, but research has shown that you can learn a language at any age. [7] .... I've also heard people worry about the mistakes they make when learning. Well, relax and laugh about your mistakes and you're much less likely to make them again.

Learning a new language, at any age, is never easy. [8] .... And you'll be amazed by the positive reaction of some people when you say just a few words in their own language. Good luck!



Read the article and fill in gaps 1–8 with sentences a)–h). There is one extra sentence you don't need.

a) ~~Do you need it for a practical reason, such as your job or your studies?~~
b) And learning is good for the health of your brain, too.
c) But with some work and dedication, you will make progress.
d) Try searching for a few key words and prepare to be amazed by the results!
e) It doesn't matter if you haven't got long.
f) Or, if you can, join an evening class.
g) It's difficult at times, but they have great fun!
h) Are you a music lover?
i) Well, most people learn best using a variety of methods.

Help with Writing Planning and drafting an article



a) Look at what the writer of the article wrote at different stages when planning and drafting the article. Match a)–d) with stages A–D.

a) *C Checking and correcting the first draft*

If you want to learn a new language, ~~you should~~ think about ^the very first thing to^ ^is^ why.

b)

If you want to learn a new language, the very first thing to think about is why. Are you just fed up with speaking English when on holiday?

c)

If you want to learn a new language, you should think about why. Are you just fed up to speak English when on holidays?

d)

1 Intro – ask questions, Czech saying
3 Routine – do some every day
4 Don't give up – making mistakes, grammar
2 Ways of learning – class, Internet, readers

A Writing a first draft
B Writing a final draft
C Checking and correcting the first draft
D Thinking of ideas and ordering them

b) What is the best order for doing stages A–D in **3a)**?

1 *D Thinking of ideas and ordering them*
2 ....
3 ....
4 ....



Read the title of another article and the list of ideas. Put the ideas in a logical order.

Stage 1: Thinking of ideas and ordering them

Thinking about a career in teaching?

- [ ] Qualities of a good teacher
- [ ] Places to find more information about careers in teaching
- [ ] Work experience in a local school
- [ ] The demands of being a teacher
- [1] Why you might want to teach



a) Read the first draft of a paragraph from the article in **4**. Underline four more mistakes.

Stages 2 and 3: Writing a first draft, checking and correcting

Not every person who wants to be a teacher should <u>becomes</u> one. The job is very hard work and requires you playing many different roles – beyond showing students, say, how to multiply the two numbers. A teachers day never ends with the last lesson of the afternoon. Teachers have to give up personal time for lesson preparation, marking homework, meetings, talking to parents and many more.

b) Rewrite the paragraph in **5a)**, correcting the mistakes you underlined.

Stage 4: Writing a final draft

Not every person who wants to be a teacher should become one.



a) Imagine that your employer or place of study has asked you to write an article giving advice to people considering your own career or course of study. Think of ideas and then put them in a logical order.

ideas	order
•	
•	
•	

b) Write your article.

- Write a first draft using your notes in **6a)**.
- Read your first draft and check for mistakes.
- Write the final draft of your article.
- Give your article to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Letters to a newspaper

Reading two letters to a newspaper
Writing giving emphasis
Review habits in the present and past; comparative forms

1 **Read both letters quickly. Which statement do they both agree with?**

a) Schools don't spend enough time teaching speaking and listening.
b) Parents don't spend enough time talking and listening to their children.
c) Children are more interested in technology than reading and writing.

Ⓐ

LETTERS

WHY isn't more being done to deal with the problem of 'screen bingeing', which we feel strongly is the real cause of so much illiteracy among kids?

In our research we found a new generation of children who are spending an average of 7.5 hours a day in front of the computer or TV. More and more often they are doing this alone in their bedrooms or on a portable screen. In many homes the family unit has completely broken down, with kids having no basic communication skills at all. This is obviously having a big impact on how they learn to read and write.

It's time we stopped blaming the school system and looked again at how we are bringing up our kids. Having a conversation with them from time to time would help! And it is also time for the government to take the issue of 'screen bingeing' very seriously indeed. Poor literacy is only one of the many problems caused by kids spending far too much time in front of the TV or computer screen.

There is a place for modern media, but like a lot of good things in life, we need a healthy balance.

TERESA ORANGE
LOUISE O'FLYNN
Authors
The Media Diet for Kids
London SW6

Ⓑ

A LOT of people seem to blame absolutely everything that goes wrong on the media, as Teresa Orange and Louise O'Flynn do (Letters, 3rd March). And yet a huge amount of our school homework requires us to use the Internet for research. We learn a lot from television, and you can too, if you are selective. Computer games are supposed to be good for developing your brain. And some of my best discussions with friends have been about computer games or television programmes.

If parents want children to improve their communication skills perhaps they should communicate more themselves! My own parents are so busy these days that more often than not we don't even eat together as a family – we just eat fast food in front of the TV, often in separate rooms. Not much chance of a conversation there!

Another reason why so many younger people don't communicate very well is perhaps because schools don't attach enough importance to speaking and listening. From a very early age, probably because of exam pressure, kids are made to focus on reading and writing.

Time does move on and technology isn't going to just go away. Perhaps parents and schools should move on too, and appreciate modern media while at the same time finding the time to have proper conversations with their children!

SALLY PORTER (16)
Birmingham



Read the letters again. Are these statements true (T) or false (F)?

In Letter A the writers:

1 [T] feel that most children spend too long in front of a screen.
2 [ ] think that a lot of parents and children no longer talk to each other.
3 [ ] believe that schools should be responsible for teaching children to communicate.
4 [ ] would like to ban computers and television.

In Letter B the writer:

5 [ ] believes that children get a lot of benefit from the media.
6 [ ] partly blames the TV for the lack of conversation at home.
7 [ ] thinks that schools don't spend enough time on reading and writing.
8 [ ] points out that adults should learn to accept new technology.



Help with Writing Giving emphasis



3 The letter writers use many words and phrases to give emphasis to their opinions. Fill in the gaps in sentences 1–12 with the words in the boxes, to emphasise the phrases in **bold**.

LETTER A

~~strongly~~	completely	far	so much
at all	indeed	More and more	only

1 ... which we **feel** *strongly* is the real cause of ________ **illiteracy** among kids?
2 ________ **often** they are doing this alone ...
3 ... the family unit has ________ **broken down** ...
4 ... **no basic communication skills** ________ .
5 ... **very seriously** ________ .
6 Poor literacy is ________ **one** of the many problems caused by kids spending ________ **too much** time ...

LETTER B

even	absolutely	just	huge	themselves	does

7 A lot of people seem to blame ________ **everything** that goes wrong ...
8 ... a ________ **amount** of our school homework ...
9 ... perhaps **they** should communicate more ________ !
10 ... we **don't** ________ **eat together** ...
11 ... we ________ **eat** fast food in front of the TV.
12 Time ________ **move on** ...

b) Which of the words or phrases in **3a)** is:

1 only used in negative sentences? ________
2 an auxiliary used to emphasise a verb? ________
3 used to emphasise a pronoun? ________



4 Complete sentences 1–10 with words/phrases from the box to add emphasis.

~~absolutely~~	far	does	strongly	at all
myself	just	huge	indeed	even

1 I thought *absolutely* everything he said was true.
2 I didn't agree with the writer's idea ________ .
3 It would be a ________ better idea to ban mobile phones from school altogether.
4 I've had a similar experience ________ .
5 I ________ don't think that fox hunting should be allowed.
6 The government's foreign policy is very short sighted ________ .
7 Recycling every bit of household rubbish is a ________ commitment for most people.
8 I don't think the writer of the letter ________ believes this himself!
9 This issue really ________ need to be discussed.
10 In our neighbourhood, most people feel very ________ that dogs should always be kept on a lead.



5 **a)** Choose one of these topics or your own idea. Make notes in the table.

- Should we ban smoking in all public places?
- Should all education be free?
- Should cars be banned in city centres?
- Should everyone have to learn at least one foreign language at school?

topic	
my opinion	
facts and examples	

b) Write a letter to a newspaper giving your opinion about the topic you chose.

- Use your notes from **5a)**.
- Decide what will be in each paragraph.
- Use some words/phrases from **3** to give emphasis to your opinions.
- Read and check for mistakes.
- Give your letter to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Advice leaflets

Reading a police leaflet about personal safety
Writing leaflets: giving advice
Review conditionals; modals; crime vocabulary


Read the leaflet quickly. Choose the best title a)–c).

a) **Self-defence and the law**
b) **How to avoid being robbed**
c) **Personal safety out and about**



The chances of you or a member of your family becoming a victim of violent crime in the UK are low. Violent crimes, such as mugging, by strangers in public places are still rare and are a very small part of recorded crime.

By taking a few precautions, however, you can make yourself even less likely to become a victim.
Line 7 Many are common sense and might be things that you already do. Making yourself safer doesn't mean changing your entire lifestyle, personality or wardrobe and it doesn't mean never going out at all.

- [1] <u>You will always be safest in bright, well-lit and busy areas</u>. Walk down the middle of the pavement if the street is deserted.
- Try to look and act confident. Look like you know where you are going.
- [2] <u>Shout 'fire' rather than 'help'</u> – it can get more results.
- When out, you shouldn't listen to a personal stereo through headphones, so you can stay alert to your surroundings.
- [3] <u>If a vehicle suddenly stops alongside you, turn and walk in the other direction</u> – you can turn much faster than a car.
- Try not to be conspicuous about the valuables you are carrying. Talking on your mobile phone, carrying a laptop or showing your friend your new gold ring all show thieves that you are worth robbing.
- You might like to spread your valuables around your body. For example, keep your phone in your bag, your house keys in your trouser pocket and your money in your jacket.
- If someone tries to take something from you, it may be better to let them take it rather than get into a confrontation and risk injury.
- You can use reasonable force in self-defence. You are allowed to protect yourself with something you are carrying anyway (for example, keys or a can of deodorant), but you may not carry a weapon.
- If you decide to defend yourself, be aware that your attacker might be stronger than you or [4] <u>may take what you are using in self-defence and use it against you</u>. It is often better just to shout loudly and run away.
- [5] <u>You should always think about how you would act in different situations before you are in them</u>. Think about whether you would stay and defend yourself (using reasonable force) and risk further injury or whether you would give an attacker what they want, to avoid injury. There is nothing wrong with doing either, but you should think about the options – there will be no time to do so if you are attacked.


Read the leaflet again. Choose the best answer.

1 The number of violent crimes committed each year in the UK is:
   a) increasing.
   b) decreasing.
   c) not very high.

2 What does *Many* refer to in line 7?
   a) The types of crime you might experience
   b) The things you can do to prevent attacks
   c) Criminals who might attack you

3 Which thing does the leaflet suggest changing?
   a) Where you walk
   b) What you wear
   c) What time you go out

4 What does the leaflet advise doing if you are attacked?
   a) Shouting "Fire!"
   b) Defending yourself.
   c) Screaming for help.

5 If you are attacked, the leaflet advises you:
   a) to consider giving attackers what they want.
   b) to defend yourself.
   c) not to carry a weapon.

6 You should decide on your actions before something happens because:
   a) you won't get hurt.
   b) attackers are usually very fast.
   c) when it happens, you won't have time.

Help with Writing Leaflets: giving advice

3 Read the leaflet again. Match the underlined sentences to these structures, which are often used to give advice.

will should modal verbs of possibility
first conditional imperatives

1 *will* 4
2 5
3



4 The writers make their advice softer and more friendly by using certain verbs and phrases. Find sentences in the leaflet that mean the same as sentences a)–e).

a) Look positive when you are walking.
Try *to look and act confident.*

b) Don't use expensive possessions in the street.
Try

c) Don't put all your stuff in one pocket.
You might ....

d) Consider giving attackers what they want.
it

e) The criminal will possibly be more physically powerful than you are.
... be ....



5 Here is some advice from a leaflet on security in the home. Rewrite each point using the word in brackets.

1 Have your keys in your hand when you approach your home. (try) *Try to have your keys in your hand when you approach your home.*

2 Do you have a security system? Think about installing one. (if) ....

3 Keep a list of phone numbers you might need in an emergency. (try) ....

4 Consider installing a light outside your home. (might) ....

5 It's a good idea to ask a neighbour to look after your house when you're on holiday. (should)

6 It's a bad idea to leave spare keys outside the house. (don't) ....

7 Is there someone in your house? Go to a neighbour and call the police. (if) ....

8 If you see signs of a break-in, remember that someone could still be in your house. (aware)

6 Sentences 1–5 are from different leaflets. Match them to titles a)–e).

1 You may feel more comfortable carrying a mobile phone with you in case of breakdown. *a)*
2 If you chat to the driver, be careful not to give out any personal details. ....
3 Don't give out personal information or your email address. ....
4 Be aware that it can be difficult for motorists to see you. Use lights as soon as it gets dark. ....
5 Try to find out which vaccinations you might need at least six weeks before you fly. ....

a) Personal safety: cars
b) Travelling abroad: safety tips
c) Safety online for children
d) Safety when cycling
e) Using taxis or minicabs

7 Write a leaflet giving advice using one of the titles a)–e) in **6** or your own idea.

- Include an introduction.
- Use the structures and phrases in **3** and **4**.
- Read and check for mistakes.
- Give your leaflet to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

A biography

Reading a biography of Johnny Depp
Writing a short biography: avoiding repetition; adding detail and personal comment
Review narrative verb forms, connectors, relative clauses



Read the article about Johnny Depp quickly. Match topics 1–5 to paragraphs A–E.

1 His successful films ...D....
2 His early life ....
3 His home life ....
4 His musical beginnings ....
5 His early acting career ....

A RELUCTANT STAR

A
One of Hollywood's top actors, Johnny Depp has followed an unusual road to stardom. Born in Kentucky in 1963 to a family with Cherokee ancestry, **they** lived in twenty different places before eventually settling in Florida when Johnny was nine. A teenage rebel, **he** dropped out of school at fifteen because of **his** unhappiness following his parents' divorce.

B
Over the next few years, Depp played guitar for several garage bands, achieving some local success with **one** called *The Kids*. **The band** relocated to Los Angeles in search of a record deal. Unfortunately, they struggled to survive in **such a competitive environment** and Depp had to do a variety of jobs, including selling pens. It was while he was **there** that Depp, at 20, married Lori Anne Allison, **who** introduced him to **her** actor friend, Nicolas Cage. It was Cage who encouraged Depp to take up acting himself.

C
Depp, although not keen on **the idea**, reluctantly auditioned for his first film *Nightmare on Elm Street* in 1984. *The Kids* split up soon after the release of **the movie** and Depp got other small parts. However, it was a TV series *21 Jump Street* which suddenly made him a teenage idol during the 80s. Embarrassed by **this**, Depp decided that from then on he would only appear in roles which he felt were 'right' for **him**.

D
He decided to wait for a more serious role to come along. Luckily, one soon **did**. In 1990 he starred in *Edward Scissorhands*, **which** brought him the critical acclaim he wanted. He **then** went on to appear in a wide variety of different films, including *Benny & Joon*, *What's eating Gilbert Grape?*, *Chocolat* and *Charlie and the Chocolate Factory*. Such films made him popular, but it was his role as Jack Sparrow in the smash hit *Pirates of the Caribbean* which made him an international star.



E
Depp's marriage did not last and his new partner is the French actress and singer Vanessa Paradis. They live with **their** two children in LA and the South of France and Depp continues to surprise us with film roles **that** are unusual and interesting. This will probably continue for years to come.

2 What relevance do these people or places have to Johnny Depp?

1 **Kentucky**
Depp was *born there.*

2 **The Kids**
The name of a ....

3 **Los Angeles**
Depp went there to .

4 **Nicolas Cage**
The actor who encouraged ....
....

5 ***Nightmare on Elm Street***
This was the name of Depp's ....

6 ***21 Jump Street***
This was the name of the TV series which
....

7 ***Pirates of the Caribbean***
This film made Depp an ....

8 **Vanessa Paradis**
She is ....

Help with Writing avoiding repetition; adding detail and personal comment

3 Possessive adjectives, pronouns, adverbs and other words are all used to avoid repeating words and phrases. What do the words in **bold** in the article refer to?

Paragraph A: they [1] *Depp's family* he [2] .... his [3] ....

Paragraph B: one [4] .... the band [5] .... such a competitive environment [6] .... there [7] .... who [8] .... her [9] ....

Paragraph C: the idea [10] .... the movie [11] .... this [12] .... him [13] ....

Paragraph D: did [14] .... which [15] .... then [16] ....

Paragraph E: their [17] .... that [18] ....

4 **a)** The underlined adverbs 1–5 from the article can add detail and personal comment to a piece of factual writing. Match adverbs 1–5 to similar words or expressions a)–e).

1 probably *e)*	a) unexpectedly
2 unfortunately	b) sadly
3 reluctantly	c) unwillingly
4 suddenly	d) fortunately
5 luckily	e) very likely

b) Find the underlined adverbs 1–5 in the article. Which ones are used:

1 at the beginning of the sentence? ....,

2 before the main verb?

5 Replace the word or phrase in **bold** with one of the words from the box.

~~He~~	this	them	His
one	then	he	did

1 Anthony Horowitz is the author of *Stormbreaker*. ~~**Anthony Horowitz**~~ *He* is a very popular writer.

2 He wrote *Stormbreaker* when he was 50. He wasn't famous until **he was 50**.

3 The hero of the book is a teenage boy. **The hero's** .... name is Alex Rider.

4 Alex's uncle dies mysteriously. After **he dies mysteriously** .... , Alex discovers that **his uncle** .... used to be a spy.

5 Horowitz has written more books about Alex Rider. There are eight of **the books** .... altogether.

6 I don't have a copy of the book, but my son has **a copy** ....

7 I didn't see the film of *Stormbreaker*, but my son **saw the film** ....

6 Choose the best word to complete the sentences.

1 Tiger Woods is *probably/fortunately* the world's greatest golfer.
2 *Unexpectedly/Unfortunately*, I've never had the chance to go to a Madonna concert.
3 Jacqueline Wilson writes books for young people. Amongst girls she is *luckily/very likely* even more popular than JK Rowling.
4 Wayne Rooney is my favourite footballer. *Reluctantly/Sadly*, he is not playing as well as he used to.
5 Jamie Oliver's TV cookery series *unwillingly/suddenly* made him an overnight success.

7 **a)** Think of a person who you admire. It could be a writer, sports person, actor, singer, politician or someone you know. Find out about him/her and make notes in the table.

early life	
personal information	
career achievements	
why you admire him/her	

b) Write a short biography of the person.

- Use your notes from **7a)**.
- Use words in **3** to avoid repetition.
- Use adverbs to add interest or personal comment. Choose from the ones in **4** as well as others you know.
- Read and check for mistakes.
- Give your biography to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Preparing a presentation

Reading a science presentation
Writing the language of presentations
Review Present Simple for facts



1 Read the presentation notes quickly. Match headings a)–e) to sections 1–5.

a) ~~The power of the sun~~
b) The dangers of sunlight
c) Summary
d) The benefits of sunlight for health
e) The importance of sunlight to the world

The Science of Sunshine

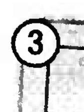
What I want to do today is talk to you about the science of sunshine.

1 a) *The power of the sun*

Let me begin by looking at some key facts. The power of the sun is [1] *estimated* to be 386 billion, billion watts. What this means is that in 15 minutes, the sun produces as [2] .... energy as the world's population uses in a year. And if you're from somewhere with weather like the UK, did you know that a two-week holiday in a [3] .... country gives you the equivalent of a whole year of sun at home?

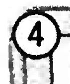
2 ....

Like me, you probably only think about the sun when you're deciding what to wear in the morning. In fact, the sun is [4] .... essential to almost all life on earth. Plants use the energy of sunlight to change air into their food, humans and animals use the sun indirectly by eating the plants or plant-eating animals.



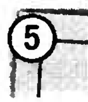
3 ....

Now let me turn to some of the main reasons why the sun is good for you. [5] .... we are often told that sunshine is dangerous, recent research show that sunlight can help to protect you from certain types of cancer. What's more it provides us with our main source* of vitamin D, which makes our bones stronger. The other main benefit is an emotional one. The sun can change your mood chemically and [6] .... depression.



4 ....

As I said earlier, most of our vitamin D comes from sunshine. However, only ten minutes of sunshine each day gives us all we need. And even in the UK, it can take as little as half an hour to [7] .... sunburnt. The sun's energy reaches us in the form of ultraviolet radiation. And while this gives us a healthy-looking tan, it also causes skin cancer. This disease [8] .... about 50,000 British people every year. [9] .... half of Australians develop the disease in their lifetime.



5 ....

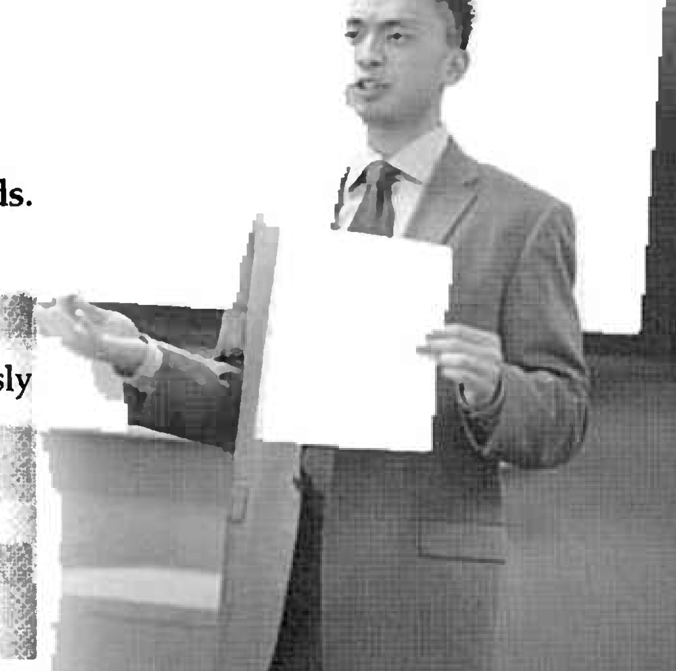
So let me finish by saying the sun is crucial* to both us and the planet. And we should get [10] .... sunlight each day. However, too much sun can be extremely harmful to our health. And we must always make sure we take suitable protection against strong sunlight.

source = the place something comes from
crucial = extremely important or necessary



2 Read the presentation notes again and fill in gaps 1–10 with the best words.

	a)	b)	c)	d)
1	guessed	approximately	(c) estimated	roughly
2	great	high	much	many
3	sunshine	sun	sunlight	sunny
4	very	extremely	absolutely	enormously
5	Although	Even	However	Despite
6	avoid	put off	check	prevent
7	catch	get	obtain	find
8	influences	concerns	moves	affects
9	Approximate	Around	Close	Just
10	a little	some of	a few	a bit



Help with Writing The language of presentations

3 **a) Read the presentation again. Fill in the gaps in these phrases.**

1 What I want to do today *is talk to you* about .
2 Let me .... at
3 .... means is that ..
4 .... know that ... ?
5 Now .... to
6 As I .... ,
7 So let me ... that

b) Match phrases 1–7 in 3a) to their functions a)–g).

a) Focusing people on the overall subject of the presentation: *1*
b) Explaining a complicated idea in more detail: ....
c) Signalling the end of a presentation: ....
d) Referring to an earlier point: ....
e) Beginning the first part of the presentation: ....
f) Asking a question to present an interesting fact: ....
g) Making your next point: ....

4 **a) Match the titles of these presentations A–D to sentences 1–8. Use each title twice.**

A The science of stars
B The environmentally friendly workplace
C Climate change
D Looking after unusual animals at home

1 The next thing I'm going to talk about is what kinds are popular. *D*
2 I told you a few minutes ago that the temperature of the Earth will increase by up to 6°C in the next 100 years. ....
3 One interesting fact is that leaving ten computers on overnight for a year costs £1,000. ....
4 This morning I'm going to talk to you about keeping exotic pets. ....
5 The nearest solar system to Earth is over four light years away, which means that we are seeing what it looked like four years ago. ....
6 Now I'm going to tell you how you can save energy in your office.
7 The first thing I'm going to talk about is how stars are born. ....
8 In conclusion, I'd like to tell you what we can do about this worrying global problem. ....

b) Complete sentences 1–8 so that they mean the same as sentences 1–8 in 4a). Use the phrases in 3a).

1 Now *let me turn to* what kinds of exotic pet are popular.
2 As ...., the temperature of the Earth will increase by up to 6°C in the next 100 years.
3 Did you .... ten computers on overnight for a year costs £1,000?
4 What I .... keeping exotic pets.
5 The nearest solar system to Earth is over four light years away. What this .... are seeing what it looked like four years ago.
6 Now let .... how you can save energy in your office.
7 Let me .... how stars are born.
8 So let .... what we can do about this worrying global problem.

5 **a) Choose one of the titles in 4a) or think of an idea for a presentation about your own work or studies. Make notes in the table.**

title of presentation	
different sections of the presentation	
interesting facts	
useful phrases	

b) Write your presentation.

- Use your notes in **5a)**.
- Use the language of presentations in **3a)**.
- Read and check for mistakes.
- Give your presentation to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Describing a place you love

Reading a description of a place
Writing describing places: reduced relative clauses, strong adjectives
Review travel and tourism



Read this description of a town in Turkey and match topics 1–5 to paragraphs A–E.

1 codes and customs ...C...
2 the wildlife ......
3 places to visit ......
4 the town ......
5 where Dalyan is



A town I love

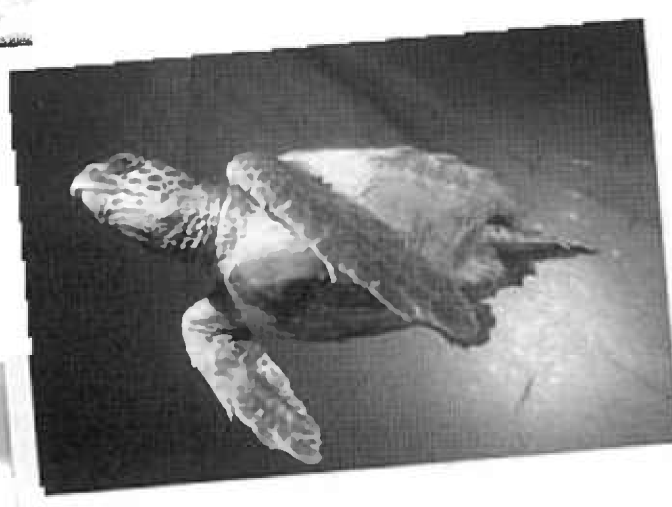
A
The tiny town of Dalyan is in south-west Turkey, about twenty-five kilometres from Dalaman airport. This pretty village is situated away from the coast in a peaceful river setting, **overlooked** by pine covered hills and dramatic 4th century rock tombs **carved** into the cliffs.

B
Dalyan is the perfect place to unwind and relax and there are some amazing restaurants on the riverfront. I particularly look forward to sitting outside eating the delicious fish, caught in the lake that same day. There's also a wide variety of fascinating shops and a small market, where I enjoy looking for presents: soap **made** from olive oil, the traditional Turkish good luck 'eye', **supposed to** protect you from evil, or even a beautiful handmade carpet.

C
A custom which many visitors enjoy is bargaining over prices. The locals are delighted when you bargain with them and you will often end up paying less than half of what you were originally told. Try to respect other customs, though, by remembering not to point or blow your nose. If you are taken to visit a mosque, remember to cover your shoulders and remove your shoes before going in.

D
The whole area is one of outstanding beauty and Dalyan provides a unique natural environment due to the mixture of salt water from the Mediterranean Sea and fresh water from Koycegiz Lake. Because of this, it is home to vast numbers of fish and other waterlife as well as the birds of various species – many of which are not found elsewhere in the world – which feed on them. Dalyan is also famous as one of the last remaining homes of the endangered Caretta Mediterranean turtles, which return to Iztuzu beach every year between May and September to lay their eggs.

E
The beach is famous for its fine sand, shallow turquoise sea and non-stop sunshine. It's the ideal seaside spot, **reached** by a short boat or bus ride from Dalyan, through spectacular scenery. Local fishermen take visitors to see the surrounding sights. Those in search of history can be rowed across the river and walk up to the ancient Greek city of Kaunos, past the rock tombs to the ancient theatre, baths and temples. People **interested** in looking younger can take a boat trip to the hot springs and mud baths, **said** to contain anti-ageing properties. Nature lovers can go bird watching on Koycegiz Lake, **best done** in the early morning. You can have great fun in Dalyan, but in the end what makes it a place that I return to over and over again is the warmth and friendliness of the people who live there.



2 Read the description again and complete the sentences.

1 Dalyan's situation is attractive because of its ...peaceful... setting on the .... its hills covered by .... trees and the tombs carved into the ....
2 The writer likes eating .... in the local restaurants and looking for .... to take home.
3 You will pay less when you are shopping if you do as the locals do and .... with them over the prices.
4 A lot of rare .... are found in Dalyan because they feed off the waterlife.
5 The local people are .... and ....

Help with Writing Describing places: reduced relative clauses, strong adjectives

3 Look at the words in **bold** in the article. Add words to the sentences to make relative clauses.

1 ... in a peaceful river setting, (*which/that is*) overlooked by
2 ... rock tombs (............ carved into the cliffs.
3 ... soap (............ made from olive oil.
4 ... the good luck 'eye', (............) supposed to protect you ...
5 ... the ideal seaside spot, reached by ...
6 People (............) interested
7 ... the hot springs and mud baths, (............ said to contain ...
8 ... birdwatching on Koycegiz Lake, (............ best done ...

4 Match the 'strong' descriptive adjectives underlined in the article to these phrases.

1 very nice/good *amazing*
2 very big (numbers) ....
3 very old ....
4 very interesting ....
5 very impressive (scenery)
6 very small ....
7 very special/exceptional
8 very tasty ....
9 very happy ....
10 very rare/the only one ...

5 Join these sentences together, using a present or past participle.

1 Dalyan is a tiny town. It's located between Marmaris and Fethiye. *Dalyan is a tiny town located between Marmaris and Fethiye.*
2 This is a Turkish football shirt. It was given to me by a waiter in Dalyan. ....
3 saw a turtle. It was swimming in the lake.
4 Kaunos was an important Greek town. It was founded in the 6th century BC. ....
5 We went for a boat trip. It was organised by the tour company. ....
6 The Turkish 'eye' is a good luck charm. It is seen everywhere in the town. ....
7 took a photo of my wife. She was bargaining for carpets.

6 Replace the words in **bold** in the email with words from **4**.

Having [1] ~~a very good~~ *an amazing* time here – driving for hours every day, in [2] **a very old** car (must be 30 years old!) we have hired. I hope it doesn't break down before we get back! There has been some really [3] **impressive** scenery to look at. In the evenings we've been stopping at restaurants and eating some [4] **very tasty** seafood. Bill and Jen were [5] **very happy** to see us, but their house is [6] **very small** so we're staying in a hotel. Went to a [7] **very interesting** museum yesterday – will tell you all about it soon.

7 **a)** Think of a place you love and make notes for a magazine article about it.

name of the place
where it is
its natural features
what there is to do and see
why it's so special

b) Write your article.

- Use your notes from **7a)**.
- Decide what you will include in each paragraph.
- Use relative clauses and reduced relative clauses.
- Use adjectives from **4)**.
- Give your article to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

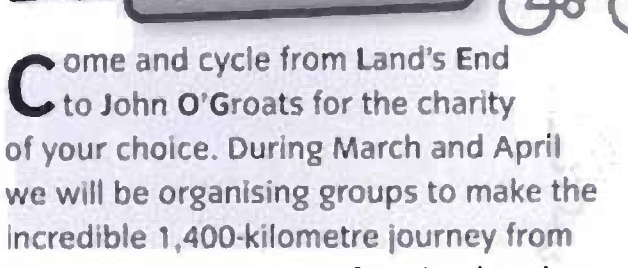
Including relevant information

Reading a leaflet, an article, an email, notes and a fundraising letter
Writing semi-formal letters: including relevant information
Review verb forms



Read A–D. Write the missing information 1–10 in letter E.

(A)



Come and cycle from Land's End to John O'Groats for the charity of your choice. During March and April we will be organising groups to make the incredible 1,400-kilometre journey from the south-west corner of England to the north-west tip of Scotland. If you're interested in joinin...

(B)

Ambitious plans for Four Walls?

THE CHARITY Four Walls' target this year is an ambitious one: £20 million. That's a 33% increase over last year's £15 million. This is significant given that Four Walls has only been in existence since...

(C)

From: Four Walls fundraising [funds@fourwalls.org]
To: Huw Price [hprice@mailme.com]
Subject: Your charity cycle ride
Attachment: Fourwallsprofile.pdf

Dear Huw,
Thank you for your email about your cycle ride.
I am happy to attach some background information on the charity.
We wish you good luck on 2nd April!

Yours sincerely,
Anya Noakes
Publicity Department





Charity cycle ride

* Leave home on 2nd April, midday, for Land's End
* How long? Less than ten days!
* New bike?
* Set up blog at huw-lejog.com
* Write letters – ask for £10?
* Make a list of donors

(E)

Dear Thomas,

On [1] ...*2nd April*... I will be beginning my [2] .... kilometre cycle ride from [3] .... to John O'Groats in support of Four Walls, the charity for homeless children in Britain.

Over one million children live in bad housing in Britain. That's enough to fill the cities of Edinburgh, Bath and Manchester. These children are living in damp, cold and infested flats and houses often poorly maintained by landlords. Or they are homeless, waiting in emergency housing for a permanent home.

Four Walls was only set up in [4] ...., but with the [5] .... raised last year Four Walls helped 14,312 children to get back into a home. In the year ahead Four Walls is aiming at increasing that total by [6] ...., to [7] ....

I am asking each person who gets this letter to sponsor me for my ride. If you can help by giving [8] ...., that would be less than 1p per kilometre that I cycle! But if you can't afford that, any amount would be welcome.

Thanks so much for reading this letter. It means a lot to me and much more to the children who Four Walls helps every year. Do send me an email at [9] .... if you'd like more information about my ride or Four Walls. And do come along to wave me goodbye from my house when I leave on the [10] .... at midday.

Yours,
Huw

PS I'll be updating my blog throughout the journey so check out www.huw-lejog.com from April.

Help with Writing Semi-formal letters: including relevant information



Read Huw's fundraising letter again. Which information does it contain?

1 his email address ✓
2 the address of the charity Four Walls
3 how to follow the progress of his ride
4 who he will be riding with
5 what the charity does
6 where he is cycling
7 what made him decide to do the ride
8 the amount he would like people to give



Look at these other types of letter. Cross out two things that you don't need to include in each letter.

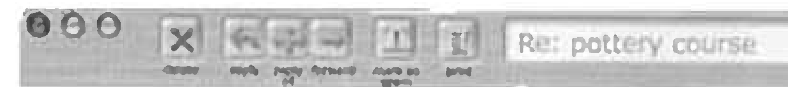
1 A letter of complaint:
a) ~~A PS~~.
b) What you would like done about the complaint.
c) A description of the situation you are complaining about.
d) Your bank account details.

2 A job application:
a) Why you are interested in the job.
b) How much money you want.
c) Why you are suitable for the job.
d) A list of all the times you are available for interview.

3 A letter asking for more information from a language school:
a) The areas of grammar you find most difficult.
b) Where you saw the advertisement.
c) A list of the English books you've read.
d) Your current level of English.



a) Read the email. There are five pieces of information that are not necessary in the email. Underline them and number them 1–5.



Dear Ms. Turnbull,

Thank you for your request for information on our pottery course (1) in response to the advertisement in *The Post*. This year the course will be running on Tuesdays, from 7.30–9.30 p.m., beginning on 13th September. Last year's course was on Mondays.

We have very low fees for the course. To book your course, please send us a cheque for £20 as a deposit. The fees will be increasing next year.

You may bring your own tools, but necessary items are provided.

You also enquired about parking at the College. There is a large car park nearby, but it is often full until 5.00 p.m.

Yours sincerely

Jenny Parks
Administration assistant

b) Jenny does not include some important details in her letter. Replace the phrases you underlined in **4a)** with phrases a)–e) below.

	Replaces
a) at Camden College, Morley Road.	(1)
b) which is opposite the college on Morley Rd.	
c) Please make cheques payable to Camden College.	
d) The total fee for the course is £120.	
e) The course will last for ten weeks.	



a) Choose one of the situations. Make notes in the table.

- You have decided to raise some money for a local charity by doing a marathon. Write a fundraising letter to people explaining exactly what you are doing, when you are doing it, what the charity is, who it helps and asking them for their donations.
- A foreign friend is staying with you for a few days next month. Write an email saying what you have planned to do and why, what they should bring, and describing arrangements for picking them up when they arrive.

points to include	order of information

b) Write your letter or email.

- Use your notes in **5a)**.
- Check that you have included all necessary information in your notes.
- Check you haven't included any unnecessary information.
- Read and check for mistakes.
- Give your letter or email to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Reporting facts

Reading an article reporting on consumer spending
Writing generalising; giving examples
Review the passive; comparatives



Read the report quickly. Complete the sentence.

People are spending more money on:
a) things they can't afford.
b) unnecessary luxuries.
c) everyday household items.

The 'buy it now' generation

The days when families would save up to buy a new toaster are over. **According to** research carried out by the consumer spending analyst Mintel, total spending in Britain has increased by nearly half over the last ten years. Apparently, while housing is, **on the whole**, our biggest area of investment it's the spending on 'big treats' that appears to be growing the most. "Compared to ten years ago," said the author of the study, "we're living in a 'must have' society in which people seem to expect to have what they want whenever they want, even if it means getting into debt in order to pay for it."

Holidays are apparently the favourite non-essential buy and the move towards frequent short breaks is believed to be responsible for the increase in expenditure. Spending on motoring has also increased significantly. However, although the new models inspire interest, the report says that **in most cases** people tend to be buying second-hand cars.



Preferences in the home appliances market, another area that has seen big growth, have also changed. Whereas ten years ago most spending on this area tended to be on 'white' goods **such as** fridges, dishwashers and freezers, the preference is now **in the main** for home entertainment systems **like** TVs, DVD players and stereos. Particularly popular is the home computer, which accounts for by far the biggest increase in spending.

Generally speaking, spending on everyday purchases like food, drink and clothes is declining, while sales of luxury products such as plants and flowers (up 95%), hair and beauty treatments (up 56%), and household gadgets (up 62%) have increased dramatically. Occasional items that are neither essential nor luxury, such as books, gym membership and visits to the cinema, also appear to be getting more popular, growing by 49% to account for 16% of the consumer market.

However, although economists tend to make a connection between spending and quality of life, this is apparently not the case. A recent survey in the *Sunday Times* has shown that once people have enough money to buy the basic things in life, money doesn't add to happiness. Although spending in Britain has trebled in the last fifty years, our happiness hasn't increased at all. Richard Layland, author of *Happiness*, agrees. **In the writer's view**, what does make people happy is the same as always – friends, marriage, socialising and pets. What doesn't make people happy is the worry of having to pay off their shopping debts!



Read the report again and answer the questions.

1 What are people prepared to do in order to get what they want?
Get into debt.

2 What kind of holidays have led to an increase in spending?

3 What kind of cars do most people spend their money on?

4 What kind of home equipment are people spending less on these days?

5 Which home technology equipment has increased its sales the most?

Which non-essential products have almost doubled in popularity?

7 What do people worry about after going shopping?

Help with writing Generalising; giving examples



a) Look at the sentences. Circle the phrases used in the article.

1 … it's the spending on 'big treats' that *is growing/appears to be growing* the most.
2 … people *expect/seem to expect* to have what they want.
3 … people *are buying/tend to be buying* second-hand cars.
4 … economists *tend to make/make* a connection between spending and quality of life.

b) Choose the correct phrase.

a) The phrases *seem* and *appear to* make generalisations sound *more/less* certain.
b) The phrase *tend to* emphasises that a generalisation is *always true/not always true*.



Look at the words and phrases in bold in the article. Match them to 1–3.

1 phrases which generalise

on the whole

2 words or phrases which come before examples

3 words or phrases emphasising that an opinion belongs to a particular person or group



Change the words and phrases in bold using the words in brackets.

1 The majority of people today **shop** in supermarkets. (seem)
seem to shop
2 More customers **are buying** organic vegetables. (appear)
3 Farmers' markets **are getting** increasingly popular. (seem)
4 Small independent shops **suffer** when a supermarket opens. (tend)
5 People **are not saving** so much. (appear)
6 Organic food **is** more expensive. (tends)



Fill in the gaps with these words.

~~to~~	tends	like	whole	generally
such	seem	apparently	main	

According [1] *to* research, the average take-home salary [2] .... to be lower than it used to be. [3] .... speaking, though, increasing numbers of people are choosing to spend their money on enjoying themselves rather than buying goods. [4] .... , 'once in a lifetime' activities [5] .... parachuting or sports car racing have become very popular. On the [6] .... , fewer people are saving money in banks, preferring to live for today. In the [7] .... , too, people [8] .... to be choosing shorter holidays [9] .... as weekend city breaks rather than the traditional two weeks in the summer.



a) Choose one of these ideas. Make notes in the table.

- Write a report for your local newspaper on how public transport facilities in your area could be improved.
- Write a report for your local council saying how shopping, eating or leisure facilities in your town could be improved for the majority of residents.
- Write a report for a college magazine saying what most people of your age group choose to spend their money on.

what the problem is	
how you did your research	
what you suggest doing	
possible results	

b) Write your report.

- Use your notes in **7a)**.
- Use phrases in **3** and **4** to make generalisations and to make statements less certain where appropriate.
- Read and check for mistakes.
- Give your report to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Website reviews

Reading a review of two websites
Writing reviews: beginning reviews, useful phrases
Review the Internet

(A)



Have you ever thought about what it is that makes you read some news articles and not others? Basically, the more prominent the story, the more likely you are to read it. And who decides what is on the front page of the newspaper or the top story on the website? The editor, of course.

[1] Digg.com similarly features stories of the day – all in English – with an emphasis on technology and science. But [2] what I love about digg.com is how it gathers and displays stories. It is entirely democratic. Anyone can post a story or website with a short comment and if users read (and like) the story, they 'digg' it, which means they click a button to recommend it. The more 'diggs' or recommendations a story receives, the closer it gets to the front page of the website.

[3] Stories are grouped into seven main areas – Technology, World & Business, Sports, etc. Under the original poster's comment you can add your own opinion of the story. And each week, the makers of the website also produce a free podcast and video where they discuss some of their favourite stories.

[4] A downside to digg.com's democratic approach is that sometimes stories are repeated and you find yourself reading something that you read a few months ago. However, in general there is plenty of variety on the website. It's my homepage at the moment and I often start my online day by reading one or two articles chosen by my fellow digg users.



Read the reviews quickly. Write D (Digg.com), W (Wikipedia.org) or B (both).

Which website:

a) allows readers to vote on its content? ....
b) has video? ....
c) is multilingual? .....



Read the reviews again. Are the sentences true (T), false (F) or the reviews don't say (DS)?

1 [T] Digg.com is particularly good for news about technology.
2 [ ] Digg.com was the first to use the idea of 'voting' for the best story.
3 [ ] The people who started Digg have a TV show.
4 [ ] The reviewer likes Digg because of the quality of the stories.
5 [ ] The reviewer of Wikipedia uses it for his or her homework.
6 [ ] You can add information to any article on Wikipedia.
7 [ ] The users of Wikipedia deal with problems like vandalism.
8 [ ] Wikipedia is more accurate than other encyclopedias.

(B)

WIKIPEDIA

I can remember a past when difficult homework questions could only be answered if a) your parents knew b) you lived near the library or c) you were lucky enough to own a set of encyclopedias. I often used c). As long as the subject didn't begin with S, T or U – because we'd lost two of the books.

Then computers and the CD-ROM appeared. Suddenly encyclopedias had sound, videos and much more. Within a few years, my kids were showing me Wikipedia.org - an online encyclopedia with a difference.

Firstly, Wikipedia is huge. The number of articles is approaching 5 million and it is published in over 65 languages.

And, if you can't find the article you want, you can write it yourself. That's right: anyone can edit existing articles or add a new one! [5] One of the drawbacks of this fantastic idea is that articles can suffer from vandalism. So controversial topics are 'locked' from editing and any problems are efficiently dealt with by the 500,000 registered 'Wikipedians'.

[6] The website is very easy to navigate, with numerous hyperlinks from each article to many others. [7] Additional features include photos, sound and film clips with some articles. But [8] one of the main strengths of Wikipedia is the range and relevance of the content. There are thousands of articles that you wouldn't usually see in encyclopedias and they are constantly being updated. Wikipedia is an incredible resource for everyone ... by anyone!

Help with Writing Reviews: beginning reviews, useful phrases

3 The beginning of a review is important because it encourages people to continue reading. Read the first paragraph of each review again. Which review begins by:

a) asking you questions to make you think? ....
b) trying to make you laugh? ....

4 Look at the underlined phrases in the reviews. Fill in the gaps with phrases 1–8.

a) saying what the website contains
Digg.com (similarly) features

b) saying how the website is organised

c) the good points about a website

d) the bad points about a website

5 Read the beginnings of reviews 1–4. Which one:

a) tries to interest you by making a comparison? *3*
b) tries to surprise you? ....
c) uses the plot of the story to interest you? ....
d) is extremely critical? ....

① In last night's *EastEnders* (BBC 1) Kevin finally died. Rather than moving, the episode was ridiculously sentimental and about as realistic as the chances of me appearing on the show.

② Four hours long, with an unknown cast and a depressing plot about poor teenage criminals in poor areas of South America, *La Trampa* (The Trap) does not sound gripping. But it is. In fact, it's the most memorable film I've seen in over ten years.

③ Move over Harry Potter, children want to read about the world of spying now. And Anthony Horowitz's sixth instalment of Alex Rider's adventures, *Ark Angel*, should keep them happy.

④ *Fixation* (The National Theatre, July–September) is a scary tale of a woman whose obsession with a pop star takes over her life and eventually leads her to commit a crime she can never forget.



6 Complete sentence b) so that it means the same as a). Use between two and five words, including the word in brackets.

1 a) It also has free anti-virus software.
b) *Additional features include* free anti-virus software. (features)

2 a) The accuracy of Google is one of its greatest advantages.
b) .... of Google is its accuracy. (strengths)

3 a) There are two sections on the website.
b) The website .... (grouped)

4 a) There are some of the best graphics I have seen in this game.
b) .... of the best graphics I have seen. (features)

5 a) It's quite hard to find your way around the site.
b) The site .... (navigate)

6 a) The fuel consumption of this car is a problem.
b) .... this car is its fuel consumption. (drawbacks)

7 a) I love this mobile because of its size.
b) .... about this mobile is its size. (what)

8 a) One thing that isn't good about working at home is not seeing many people.
b) .... working at home is not seeing many people. (downside)



7 **a)** Think about a website you know and make notes.

what it is
the content
what's good and bad about it
how the site is organised

b) Write a review of the website.

- Use your notes in **7a)**.
- Choose a suitable type of beginning from **3** and **5**.
- Use phrases from **4** where appropriate.
- Read and check for mistakes.
- Give your review to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

A discursive article

Reading an article about combining parenthood and career
Writing a discursive article: common connecting words
Review connecting words

Working harder and longer, just to end up poorer, is making a lot of fathers think they should be prioritising their quality of life. In other words, doing a lot more of what they want to do. And top of the wish list – for 79 per cent of working fathers – is spending more time with their children.



Read the article again and choose the best answers.

1 The writer's system of childcare usually goes wrong
  a) when something unexpected happens.
  b) because of his wife.
  c) because of his children.

2 Why does the writer think that most working fathers are worse off than him?
  a) Because they earn less money.
  b) Because their employers aren't as understanding.
  c) Because they have to work harder than he does.

3 Chris Prince was able to take time off work because
  a) he works freelance.
  b) he got money when he was made redundant.
  c) his wife went back to work.

4 The writer thinks that becoming a full-time father
  a) is a good option.
  b) isn't a practical option.
  c) is financially impossible for everyone.

5 According to the writer, what are the problems of going part-time?
  a) financial difficulties
  b) damage to your career
  c) both a) and b)

The childcare choice

A
I am part of a dual-income family. That's right, both my wife and I have jobs. We also have children. We work at different times and everything depends on 'handover'. This works fine [1]**unless anything** interrupts the routine. Excuses for being late that begin with "My wife had to ..." don't impress. [2]**So** I am always grateful for having an understanding employer.

B
I suspect that many are not so generous. And looking at the current generation of fathers the future is no better. [3]**Despite** missing their children growing up, by 40, their salaries will be peaking* as they begin to be replaced by young graduates. And [4]**along with** this pay cut comes the news that the government intends to increase the retirement age to 68.

C
Some men can take time off work, usually [5]**as a result** of a good redundancy package. New father Chris Prince took this option, but he is hoping to pick up a little freelance work over the next year. But if someone isn't offering you some money to leave your job, then what other options are there?

D
You could swap roles. Mother becomes the breadwinner* and father becomes a full-time parent. But this still leaves one of you facing an eight-hour day and then childcare at home – a good recipe for trouble. [6]**What's more**, it still might leave some people with the problem of only one income.



E
[7]**On the other hand** you could go part-time. Obviously you're going to take a pay cut. And there are other problems too: "I've noticed myself working on my days off, getting up early so I can put in a few hours at the office before everyone else wakes up," says John Dorian, father of two and part-time web designer.

F
John believes he has a considerate employer and his career won't suffer for his choice, [8]**although** the evidence from women is not encouraging. A woman who has worked part-time for just a year suffers a ten per cent long term reduction in earnings.

G
Personally, my wife and I aren't about to change our system. We know it's not perfect, but it (usually) works. We know we're sometimes too tired to do our best with our children. But we're good parents. Promise.

* *peaking* = reaching their highest point
* *breadwinner* = the person who gets most of the family's income

Help with Writing Common connecting words

3 Read the article again. Replace each word/phrase in **bold** with a word in the box.

~~as long as (nothing)~~	though	
Alternatively	Therefore	as well as
because of	In spite of	moreover

1 unless (anything) *as long as (nothing)*
2 So ....
3 Despite ....
4 along with ....
5 as a result of ....
6 What's more ....
7 On the other hand ....
8 although ....

4 Complete the table with the pairs of words/phrases in **3**.

condition	addition	cause/effect	contrast
[1] *unless*, *as long as*	in addition to, [2] ....,	due to, [4] ....,	
	Furthermore [3] ....,	Consequently [5] ....,	As an alternative [7] ....,
			even though, [8]

5 Rewrite the sentences using the correct word/phrase.

1 My father was the breadwinner in our family. That meant I saw less of him than my mother.
a) though b) in addition to c) consequently
My father was the breadwinner in our family.
Consequently I saw less of him than my mother.

2 He finds it difficult to get by. It's surprising, because he works full-time.
a) on the other hand b) unless c) despite
....

3 More women in Britain are having children later in their lives. The reason for this is often their careers.
a) although b) because of c) moreover
....

4 You could put in the burglar alarm yourself. Or you could have it installed by a professional.
a) alternatively b) even though c) along with
....

5 All the fathers I know work full-time. In fact, many of them work over 45 hours per week.
a) so b) what's more c) as an alternative
....

6 She looked after the children. She also worked full-time.
a) due to b) therefore c) as well as

6 **a)** A local newspaper is running a competition. Choose one of these articles. Make notes in the table.

- A year off work: what would you do? If you've recently taken or are planning to take at least 12 months off work to do something different, tell us about it.
- We're looking for couples with interesting routines. Write to us and tell us what's unusual about you and your partner's day-to-day life.
- Are you or is your partner a 'new man'? How do you or how does he show this?

introduction	
main points	
conclusion	

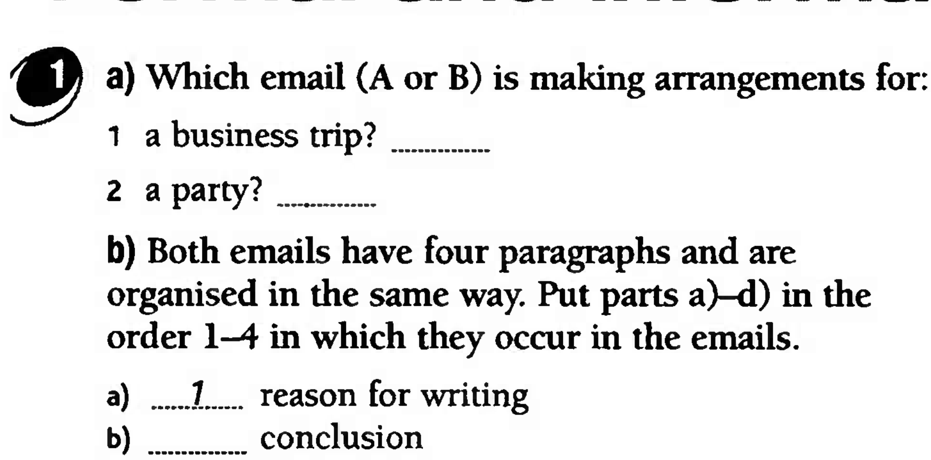
b) Write your article.

- Use your notes in **6a)**.
- Write your first draft.
- Read your draft and find ways to link your ideas using the connecting words in **4**.
- Write your final draft.
- Read and check for mistakes.
- Give your article to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Formal and informal emails

Reading two emails asking for and giving information
Writing making arrangements in informal and more formal emails
Review indirect questions; future verb forms; past verb forms



1 **a)** Which email (A or B) is making arrangements for:

1 a business trip? ....

2 a party? ....

b) Both emails have four paragraphs and are organised in the same way. Put parts a)–d) in the order 1–4 in which they occur in the emails.

a) ...*1*... reason for writing
b) .... conclusion
c) .... giving information
d) .... requesting information

A

Your invite

Hi Helen!

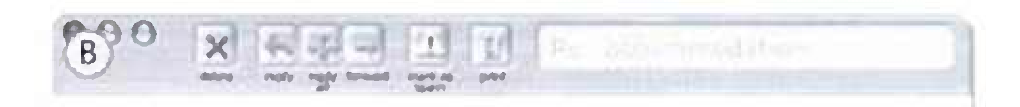
Got your invite today – we'd both LOVE to come and help you celebrate your 21st. Thanks very much.

Phil has got a couple of private students at home until about 12 and the traffic leaving our area of London is always a nightmare at that time on a Saturday, so we may well miss the barbecue, worse luck. Anyway, we hope to be turning up some time around 4, if that's OK – I'll give you a buzz when I know the exact time.

Which reminds me, you'll have to tell us how we actually get to your place. I'm fine as far as the motorway turn-off (junction 31?) but after that I haven't a clue where I'm going, so can you email over some directions? Oh, and shall we bring sleeping bags or have you got enough?

Anyway, get in touch if you can think of anything you need.

Lots of love, Beth (and Phil) xxxx
PS I've attached some photos!



B

Dear Mrs Bannister

I am writing to thank you for your prompt response regarding my enquiries about accommodation at your apartments.

I received your brochure today. I would like to confirm the provisional booking I made last week for myself and my two colleagues. As I explained in that email, we will be arriving on Sunday evening, 5th October, in time for our conference, which begins on the Monday.

However, I note from your brochure that you only take bookings from Saturday to Saturday. Could you clarify that you will not require payment for Saturday 4th, as we will not be using the apartment? In addition, I would appreciate it if you could let us know what time we will be expected to vacate the apartment on Saturday 11th.

Thank you for your help with these queries. We look forward to meeting you next month and I will shortly be sending a cheque for £200 to cover the deposit.

Yours
Fiona Buxton

2 Read the emails again. Are these sentences true (T) or false (F)?

1 [*F*] Beth and Phil have been invited to a party to celebrate Helen's exam results.
2 [ ] The barbecue is on Saturday evening.
3 [ ] Phil is a teacher.
4 [ ] Beth and Phil are staying overnight at Helen's.
5 [ ] Fiona wants to change the dates of her reservation.
6 [ ] She is going with people from work.
7 [ ] She doesn't want to pay for accommodation on Saturday night.
8 [ ] She would like to have a party in the apartment on the 4th October.
9 [ ] Fiona will send money soon.

Help with Writing Making arrangements in informal and more formal emails

3 Find formal phrases in email B which mean the same as these phrases.

1 quick reply *prompt response*
2 about my questions ....
3 I got (your brochure) ....
4 I see (from your brochure)
5 Can you make it clear
6 will not want (payment)
7 Also ....
8 We're looking forward to

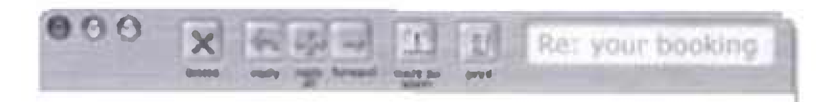
4 Are 1–9 usually features of informal English (I) or more formal English (F)?

1 exclamation marks (!) *I*
2 dashes (–) ....
3 missing words (*Got your invite today*) ....
4 direct questions (*Can you email over some directions?*) ....
5 capital letters (*LOVE*) ....
6 adding extra information after the end of the letter (*PS*) ....
7 indirect questions (*I would appreciate it if you could …*) ....
8 specialised language (*regarding*) ....
9 underlining (*a nightmare*) ....

5 Match the informal phrases 1–10 from email A to the more formal phrases a)–h).

1 invite	a) have no idea
2 worse luck	b) get in contact
3 turning up	c) would you mind…?
4 give (you) a buzz	d) unfortunately
5 place	e) arriving
6 turn-off	f) would you like us to.
7 haven't a clue	g) invitation
8 can you …?	h) exit road
9 shall we …?	i) telephone (you)
10 get in touch	j) house

6 Choose the more formal words to complete this email.



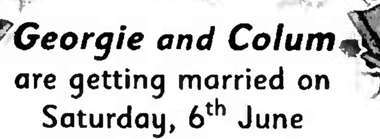
Dear Mr Tremayne,

[1] *I am writing/Just writing* to confirm that I have [2] *received/got* your cheque and booked your son on our summer activity course.[3] *Regarding/About* the [4] *enquiries/questions* in your letter, [5] *we don't yet know/we haven't a clue yet* which boys will be sharing a room. [6] *Also/In addition*, we can't be sure exactly which sports we will be offering, [7] *worse luck/unfortunately*. [8] *But/However*, as soon as this is confirmed, I will [9] *telephone you/give you a buzz*. I would appreciate it if [10] *you would/would you* let me know what time Oscar will be arriving on the 5th.

Yours sincerely,
Jane Pinder



7 **a)** Look at the notes on the invitation and on the language school advert. Choose which email to write and make notes in the table.



Georgie and Colum
are getting married on
Saturday, 6th June
at Newport Registry Office
and would like to invite
Ruth
to help them celebrate afterwards.
Reception at 6 p.m.
at the Maze restaurant.

Can I bring Richard?
Are we invited to the actual wedding or just the reception?
Is there parking at the restaurant?

LingoLearners
School of English

- small friendly classes
- accommodation provided
- trips included

info@lingolearners.co.uk

Where are the trips?
How many students in the cl
Can we stay with host famil
How many hours a day?

informal or more formal?	
what information to give	
what information to ask for	

b) Write your email.

- Use your notes from **7a)**.
- Use either informal or more formal language.
- Read and check for mistakes.
- Give your email to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

A personal email

Reading a personal email about a ghostly experience
Writing a personal email about an experience: common mistakes
Review past verb forms; reported speech



1 Read the email quickly. Is the main purpose to tell Ellie:

a) to do something?
b) about the wedding?
c) about a tour she went on?

2 Read the email again. Are these sentences true (T), false (F) or the email doesn't say (DS)?

1 [F] Sarah and Robin went to Edinburgh to go on a ghost walk.
2 [ ] Sarah didn't think the beginning of the walk was very interesting.
3 [ ] The underground vaults have a reputation for being haunted.
4 [ ] Sarah tried to take a photo of the cobbler.
5 [ ] There was no obvious explanation for the photo Sarah found on her camera.
6 [ ] Members of the company were employed to scare people.
7 [ ] Sarah and Robin both heard strange sounds in the last room.
8 [ ] The guide took Sarah's news seriously.
9 [ ] Fran had seen the cobbler on another visit.
10 [ ] Sarah advised Ellie to go on the tour.

Our trip

Hi Ellie,

Just couldn't wait to tell you about our trip to Scotland! As you know, it was Sally and George's wedding on the Friday and we weren't getting a train back till Sunday morning so on Saturday night we booked for one of [1] **those 'ghost walks' that Edinburgh is so famous for.**

I wasn't very [2] **impressed by** the tour at first – we just walked round the spooky bits of the city, which was OK, I suppose, but things didn't really begin to liven up until we went down into the vaults near South Bridge. Apparently, the BBC said it was 'possibly the most haunted place in Britain' and I can see why!

You go down a stone staircase into these dark damp rooms where families [3] **used to live** in the 18th century. Our guide, Fran, told stories about the place [4] **and said some people had seen a cobbler* working in a corner**. Robin was actually standing there, but he didn't seem to feel anything. Imagine our shock, then, when we looked at the digital pictures [5] **we'd taken**. Instead of Fran talking to the group we saw the whitish outline of a man, his face quite clear, with his arm out as if he were listening. There was no movement of air in the room and nothing on the wall, so it [6] **can't have been a shadow**.

Anyway, we continued our tour and in the last room I [7] **kept looking** at a particular corner. I had a feeling that a member of the tour company would jump out and scare us. I tried to focus on Fran's ghost story and suddenly I felt a really cold feeling through my right shoulder, up my neck and on my face, but not to my left side, which was warm. I looked over at the corner. Nothing! In the end, I swapped places with Robin, without saying anything to him. Almost immediately he said he could hear footsteps and he felt like I had. We both got the impression that the spirit was irritated and wanted us to leave. So I told the guide and she cleared the room. Out in the corridor, the coldness disappeared.

On the street, Fran gave us more details of the spirit we had experienced and others we had not. She said [8] **the tour group** kept records of sightings, including the cobbler and 'ours'. I know you'll be going up there next month, so make sure you go on the tour and tell me if you see anything.

The wedding was great, by the way! The weather was fantastic and Sally looked gorgeous.

Have a good week,

Sarah



*cobbler = someone who mends shoes

Help with Writing Common mistakes



3 a) Students often make mistakes in language areas a)–h) when they write. Match the phrases 1–8 in **bold** in the email to a)–h).

a) reported speech 4
b) Past Perfect ......
c) articles ......
d) adjective + preposition
e) past habit
f) verb+*ing* ......
g) relative clauses
h) modal verbs ......

b) Match language areas a)–h) in **3a)** with these examples of correct and incorrect sentences.

1 [e)] *She used to be my friend.*
not ~~*She was used to be my friend*~~.
2 [ ] *I have never believed in ghosts.*
not ~~*I have never believed in the ghosts*~~.
3 [ ] *She's terrified of spiders.*
not ~~*She's terrified with spiders*~~.
4 [ ] *You should have remembered her birthday.*
not ~~*You should remembered her birthday*~~.
5 [ ] *It's the song he wrote about his wife.*
not ~~*It's the song he wrote it about his wife*~~.
6 [ ] *I stopped smoking when I had a baby.*
not ~~*I stopped to smoke when I had a baby*~~.
7 [ ] *I explained where I had been.*
not ~~*I explained where I went*~~.
8 [ ] *She asked me where I was going.*
not ~~*She asked me where was I going*~~.



4 Correct four mistakes in each email.

A



Hi Pat,

I haven't heard from you for ages – hope all is well!

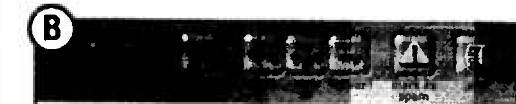
Just to say that I bumped into a woman in the street a few weeks ago who apparently was used to live next door to me in London, though I didn't recognise her. Her name's Carly – perhaps you remember her? I must get old, because I didn't! Anyway, it's weird because she's now living near me in Hull. How strange is that?

A month later we went on holiday to Corsica, as you know, and it turned out she was staying in the next room to us at the hotel! Can you believe it? Not only that, she's married to a man who I knew him many years ago. In fact I went out with him at the university. Their children even have the same names as mine.

I thought you'd like this story!

Must fly!
Love to everyone,
Julie

B



Hi Harry!

Just got back from a great week in Disneyland with the kids. We already went many years ago, but it was the first time for them. As you'd expect, they loved the rides – well most of them! There was one embarrassing occasion when I asked Jamie did he want to go on the ghost ride and he said he did. But halfway through he got scared at it and we had to ask them stopping the ride so he could get off. Anyway, hope you had a good holiday, too. Will be in touch soon.
Best,
Alex



5 a) Think about an experience you have had recently and make notes in the table. The experiences can be scary, funny, happy or sad.

what happened	
how you felt about it	

b) Write an email to a friend and tell them what happened.

- Use your notes in **5a)**.
- Read and check for the common mistakes in **3**.
- Write your email again if you need to.
- Give your email to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Upper Intermediate
Reading and Writing Progress Portfolio

Tick the things you can do in English.

Portfolio	Reading	Writing
1 p64	I can understand in detail an article about learning a language.	☐ I can write a detailed article in my own field of interest. ☐ I can plan and draft my writing.
2 p66	☐ I can understand in detail letters in which the writers express their views.	☐ I can write a letter expressing my views and giving reasons. ☐ I can use words and phrases to add emphasis.
3 p68	☐ I can understand in detail a leaflet giving advice.	☐ I can write a leaflet giving advice, using appropriate language.
4 p70	☐ I can read a short biography and understand the development of events.	☐ I can write a short biography giving a detailed description of events and experiences, using appropriate connecting words.
5 p72	☐ I can understand the text of a presentation on a specialised subject.	☐ I can write a detailed presentation on a specialised subject. ☐ I can use appropriate language for sequencing, emphasis and signposting in a presentation.
6 p74	☐ I can read and understand detailed descriptions of places.	☐ I can write a detailed description of a place, using a wide range of descriptive language.
7 p76	☐ I can find, understand and select relevant information from different sources.	☐ I can write a letter or email giving relevant information.
8 p78	☐ I can understand facts, generalisations and opinions in reports.	☐ I can write a report which develops an argument. ☐ I can summarise information from different sources.
9 p80	can understand a review in detail.	☐ I can write a review of a website.
10 p82	I can understand a writer's point of view in an article.	☐ I can write an article expressing my views. ☐ I can use a wide range of connecting words and phrases.
11 p84	I can understand formal and informal emails.	☐ can ask for information in a formal or informal email. ☐ I can use a range of informal and more formal language in my writing.
12 p86	☐ I can understand in detail personal emails giving news and expressing feelings.	☐ I can write a personal email giving news and expressing my feelings. ☐ I can correct mistakes in my writing.

Answer Key

1A A global language

1 2 know a few words
3 can't speak a word
4 'm reasonably good
5 can also get by
6 picked up
7 'm bilingual
8 also fluent in
9 can have a conversation
10 it's a bit rusty

2 2 picked up some/a few words of Italian on holiday
3 sister is fluent in Chinese
4 bilingual in French and Spanish
5 can get by in German
6 French is a bit rusty

3a) 2g) 3b) 4e) 5h) 6d) 7f) 8a) 9c)

b) b)6 c)5 d)8 e)1 f)3 g)2 h)7 i)4

4a) 2 are based 3 was 4 had been 5 recovering 6 had just 7 inspired 8 didn't 9 was 10 takes 11 believed 12 were

b) 2 was interrupted 3 were looking 4 gave 5 has had 6 are still using/still use 7 know 8 have been asking 9 is written/has been written

1B My first week

1 **Across**
1 professor 4 seminar
7 scholarship 8 lecture 9 subject
Down
2 state school 3 graduate
5 campus 6 Master's

2a) 2 Did you **go** ... ? 3 ✓ 4 Some universities **(do) give** scholarships ...
5 ✓ 6 If I were you, I **wouldn't** eat ...
7 **Do** you like doing exams or **do you** prefer ...? 8 I've **been** invited ...

b) b)1 c)7 d)6 e)8 f)5 g)3 h)2

3 2a) 3a) 4c) 5b) 6a) 7c) 8c) 9b) 10a) 11b) 12c)

4 2 wasn't 3 had 4 does 5 'd
6 shouldn't 7 don't 8 'm 9 do
10 was 11 don't 12 won't

1C Making the grade

1 c)

2 2 to think 3 to recognise 4 to make 5 to check 6 making 7 think 8 reading 9 to suggest 10 to take 11 to demonstrate 12 be

3 1E 2D 3G 4F 5A 6C 7B

1D Evening classes

1a) 1a) 2c) 3c) 4a)

b) a)2 b)4 c)3 d)1

2 2 What about 3 Who to 4 Where from 5 How long for

3 2 's/was 3 How 4 Where 5 How's it 6 do you 7 What sort of 8 haven't you 9 like 10 what way

2A It's bad for you!

1a) 2 every day 3 occasionally 4 every now and again 5 frequently

b) 2N 3N 4Y 5N 6N 7Y

2 2 happened 3 always used to eat 4 he won't eat 5 he's always worrying 6 used to eat/would eat 7 he gets up 8 would even complain/was even complaining

3 3 ✓ 4 used to be 5 knew/used to know 6 ✓ 7 ✓ 8 was/used to be 9 made

4 2a) 3b) 4a) 5a)

5 2 My doctor is always telling me to take more exercise.
3 My wife will always check the labels before she buys food.
4 When I was a student, I used to be a vegetarian.
5 I never used to worry about my food until I put on weight.
6 When my children were small I would never give them fast food.

2B Life's different here

1 b)7 c)5 d)10 e)6 f)8 g)3 h)9 i)2 j)4

2 2 of 3 about 4 of 5 by

3 2 got used to wearing 3 get used to driving 4 used to flying 5 got used to drinking 6 (getting) used to livin 7 used to answering

4 2 having to 3 organising 4 enjoy 5 focusing 6 wearing 7 get

5 2b) 3d) 4a) 5e) 6c)

6 2 He's getting used to **having** a baby ...
3 He's **used to** driving ...
4 He's **used to** the hot weather.
5 I didn't **use** to ...
6 We used to **play** together
7 Did you two **use** to know
8 How long did it take to ge d to **wearing** ...?

2C Managing my time

1 b)

2 2e) 3c) 4f) 5b) 6d)

3 2 prioritise 3 challenging 4 impr 5 responsible 6 realistic 7 imagination 8 usually 9 ability

2D I see your point

1 2g) 3e) 4h) 5a) 6c) 7b) 8f)

2 2 a)D b)A 3 a)A b)D 4 a)A b)D 5 a)A b)A 6 a)D b)A

3 2 Oh, do you think so? 3 Well, still not convinced. 4 Well, I ca argue with that. 5 I see what yo

3A Honesty

1 2 stolen; theft 3 vandalism; vandalis 4 smuggling; smuggle 5 shoplifting; shoplift 6 looting; loot 7 burgled; burglary

2 **Across**
3 smuggler 7 terrorist 8 vandal
9 fraudster
Down
1 arsonist 2 mugger 4 kidnapper
5 looter 6 burglar

3 2e) 3a) 4d) 5b) 6c) 7f) 8g)

4 1 As long as; wasn't 2 If; broke; Unless; wouldn't charge 3 Would; approach; if; Even if; looked
4 Imagine; hit; Assuming; was
5 Suppose; ate; Unless; forgot
6 Suppose; would; ask; would you buy; Provided; could

3B It's a crime

1 3 took 4 to court 5 found 6 guilty 7 sentenced 8 to 480 hours 9 finec 10 $10,000 11 was arrested 12 vandalising 13 was acquitted 14 the crime 15 sent 16 prison

2 2 Would you have; had 3 'd had; wouldn't have 4 had; would you have had to 5 could have; hadn't sentenced 6 hadn't had; would you have 7 hadn't; might not have 8 you have; had

3a) 2 Would; have taken; hadn't refunded 3 hadn't attacked; would; have shot 4 would have gone; had found 5 would have got; hadn't become 6 hadn't given; would have acquitted

b) 1 b)T 2 a)T b)F 3 a)T b)T 4 a)F b)F 5 a)T b)T 6 a)T b)T

4 1 If she hadn't heard the doorbell, she wouldn't have answered the door. If she hadn't answered the door, she wouldn't have spoken to the man. If she hadn't spoken/been speaking to the man, she would have heard his friend break in at the back of the house.
2 ... he would have had some money. If he'd had some money, he wouldn't have stolen food from a supermarket. If he hadn't stolen some food from the supermarket, the security guard wouldn't have called the police. If the security guard hadn't called the police, Martin wouldn't have had to stand trial. If he hadn't stood trial, he wouldn't have gone to prison. If he hadn't gone to prison, he wouldn't have met lots of criminals. If he hadn't met lots of criminals, he wouldn't have become interested in crime. If he hadn't become interested in crime, he wouldn't have trained as a police officer.

3C Identity theft

1 c), e)

2 2 for 3 to 4 on 5 to 6 for

3 3 depend 4 for 5 worry 6 about 7 complained 8 to 9 shouting 10 about

4 1 Entertainment/Watching TV
2 He thinks Said doesn't need CCTV because the shop is too small.
3 You don't need to apply for permission to install a CCTV camera.
4 It makes you feel safer, discourages crime and helps to solve it.
5 There is no evidence that it stops criminals from committing crimes; there are problems with personal privacy.
6 Images of his suicide attempt were shown on TV.
7 No. The camera was turned off.

3D Do you need any help?

1 2 That'd be 3 if you like 4 I'd better 5 Would you like me 6 you wouldn't mind 7 Why don't I 8 It's easier 9 would it help if 10 As long as 11 What if I called 12 I can

2a) 2 Would you like me to come over?
3 Would it help if I rang your bank?
4 What if I cancelled tomorrow morning's meeting?
5 Why don't I call you a taxi?
6 I'll pick you up and you can stay at ours tonight if you like.

b) b)5 c)3 d)6 e)2 f)4

4A Urban legends

1a) 2 made up 3 went off 4 pass on

b) 2 came round 3 ran away 4 turned out 5 work out

2a) 2 bumped 3 apologised 4 went on 5 noticed 6 had gone 7 chased 8 had caught up 9 shouted

b) 2a) 3c) 4a) 5c) 6b) 7c) 8a)

3 2 When I finally arrived at the café, Jacqui had already been waiting for an hour.
3 By the time I got out of the shower, the phone had stopped ringing.
4 When we arrived at the cinema, the film had already started.
5 When Tom arrived I felt exhausted because I'd been working all day.

4 2 'd bought/'d been buying 3 realised 4 had disappeared 5 had noticed 6 'd been doing 7 phoned 8 got 9 saw 10 'd parked 11 was having 12 had to 13 had been 14 got 15 had been stolen

4B Magical novels

1 1 plot 2 characters 3 biography 4 novelist 5 genre 6 browse 7 author 8 copy 9 flick ↓ paperback

2a) 1 This book, which was about the American civil war, ...
2 (no commas)
3 (no commas)
4 This novel, which is by the Russian writer Tolstoy, ...
5 This book, whose hero is a 14-year-old spy, ...
6 (no commas)

b) a)4 b)2 c)5 d)6 e)1 f)3

3 1 ✓ 2 ~~which~~ 3 ~~that~~ 4 ✓ 5 ~~that~~ 6 ~~that~~ 7 ✓

4 2 which/that 3 when 4 where 5 who 6 which 7 which/that 8 whose

5 2 (which/that) her mother told her
3 which I'm trying to finish before he
4 who's giving
5 (which/that) I lent (to) you
6 whose books are bought by

4C Very funny!

1 c)

2 2 Even though 3 instead of 4 despite 5 Nevertheless 6 since

3 1a) 2b) 3c) 4b) 5a)

4 2 As 3 Even though 4 whereas 5 instead of 6 Apart from

4D How was your day?

1 2 driving; crazy 3 killing 4 nightmare 5 for ever 6 dying; drink

2 2 a ton 3 over the moon 4 scared stiff 5 out of my mind 6 speechless

3a) 2 I can imagine 3 He would say that, wouldn't he 4 That is fantastic news 5 to be honest 6 I bet you were

b) b) I bet you were. c) He would say that, wouldn't he? d) to be honest e) That is fantastic news! f) I can imagine.

5A Keeping koi

1a) 2 sting 3 feathers 4 silk 5 fur 6 fins

b) 2 sting – bee 3 feathers – parrot 4 silk – spider 5 fur – bear 6 fins – goldfish

2 2 There are thousands more leopards in the world **than** tigers.
3 Bee stings are a lot **more** painful ...
4 ... the harder **the bear bites**.
5 ... smaller and **smaller each year**.
6 Spiders are **far** more frightening ...
7 Rabbit's fur is as **soft** as feathers.

3a) 2c) 3d) 4a) 5b)

b) 1–2 no harder than, just as easy
4–5 nearly as expensive as, only slightly cheaper
7–10 not nearly as friendly as, nowhere near as big as, a great deal smaller, considerably more dangerous than

4 2 cute 3 far 4 fewer 5 nearly 6 much 7 less 8 quite 9 no 10 me

5 2 not nearly as expensive as
3 near as interesting as
4 are a great deal larger
5 a little easier to
6 as intelligent as

6 2 I'd always **defend** myself ...
3 Unless his life **depended** on it ...
4 ... **would** you tell your family?
5 ... what **would you** do?

5B The global garden

1 2 tree trunk 3 leaves 4 flowerbed 5 lawn 6 orchard 7 roots 8 bush 9 seeds 10 petal ↓ greenhouse

2 2 ... **I'll be** sitting outside in the garden
3 They're **coming** ...
4 I'm going to **buy** ...
5 The garden centre doesn't **open** ...
6 The pollen **will probably** ...
7 I'll **water** the plants ...
8 I imagine we'll **be** working ...

3 b)4 c)5 d)3 e)2 f)8 g)7 h)6
B Present Simple
C Present Continuous
D Future Continuous
E *will*

4 2 going to have 3 'll be seeing 4 'm giving 5 'll find 6 Are you going to 7 'll use 8 'll be watching 9 'll be waiting 10 have

5 2 'll; get 3 Will; be able 4 'm going 5 'll see 6 won't be coming 7 goes 8 'll be leaving 9 makes 10 miss 11 'll be asking

6 2 'll be thinking 3 'll be meeting 4 will/'ll; be wondering 5 'll be flying 6 Will; be staying

5C That smells nice!

1 2C 3A 4E 5F 6B

2 2b) 3b) 4a) 5a) 6b) 7a) 8a)

3 2T 3F 4DS 5DS 6T 7F 8F

5D Ecological footprints

1 2 inevitable; wasteful 3 unsustainable 4 disturbing; justifiable 5 ethical; damaging

2 b)1 c)3 d)2 e)5 f)4

3 2 Well, some people would
3 Yes, but then again
4 One argument in favour of
5 I've never really thought about
6 That's an interesting
7 I don't think it's right
8 Maybe, but I just don't
9 No, that's not what I

6A Codes of conduct

1 2e) 3d) 4c) 5a) 6g) 7h) 8b) 9j) 10f)

2 2 trying 3 annoying 4 wasting 5 apologising 6 Chatting 7 going 8 being 9 enjoying

3 2 Despite living here, I don't understand British humour.
3 People don't like standing too close in some cultures.
4 Eating in restaurants is expensive in some countries.
5 I try to avoid answering direct questions.
6 The English hate being asked how much they earn.

4 2 Smoking 3 Talking about the weather 4 Being very late 5 Shaking hands 6 Speaking loudly 7 Watching soap operas 8 Complaining

5 2 Feeling 3 ✓ 4 noticed 5 ✓ 6 taking

6B He's got no manners

1 2 big-headed 3 strong-willed 4 level-headed 5 self-centred 6 narrow-minded 7 laid-back 8 self-conscious 9 absent-minded

2 2 They are bound **to prefer** ... 3 ✓
4 I doubt if Steve **will apply** ...
5 She's unlikely **to have** ... 6 ✓
7 I can't imagine **they'll** choose ...
8 ✓

3 2 bound to 3 may well 4 doubt 5 unlikely 6 can't imagine 7 dare say 8 couldn't

4 2 don't suppose she'll mind 3 doubt (if) he'll arrive 4 can't imagine it'll be cold 5 likely to forget

5a) 2 I can't imagine what'll happen in the next episode of *High Street*.
3 I don't suppose Bruce will get back from lunch before two.
4 It's unlikely Ellie will invite us to her party now.
5 I dare say Jamie is playing computer games again, as usual.

b) a)4 b)5 c)2 d)3 e)1

6C Hidden messages

1 1B 2D 3A 4C

2 2F 3T 4T 5T 6T

3a) 2 fade 3 flirt 4 blink 5 muscles 6 pupils 7 sparkling 8 defensive

b) b) pupils c) blink d) defensive e) muscles f) sparkling g) flirt h) fade

6D Am I interrupting?

1 2 Sorry to disturb you.
3 Can I have a word?
4 Sorry to bother you, but have you got a minute?
5 I was wondering if I could see you for a moment.

2 2 I'm really up against it at the moment.
3 Can I have a word?
4 I'm a bit tied up just now.
5 Sorry to bother you, but have you got a minute?
6 Sorry, this isn't a good time.
7 Sorry to disturb you.
8 I'm rather pushed for time at the moment.
9 I was wondering if I could see you for a moment.
10 I'm really rather busy.

3 1 starts 2 Are you going to 3 I'll be working 4 I'll probably be meeting 5 is coming 6 I'll 7 goes 8 won't have to

7A At the airport

1 2 belongs 3 recognised 4 deserves 5 involve 6 trusts 7 detest 8 suit 9 suspected

2a) 2d) 3a) 4f) 5c) 6b)

b) b)1 c)5 d)3 e)4 f)2

3 2 've been doing 3 is starting 4 'm doing 5 involves 6 was flying 7 had brought 8 arrived 9 'm thinking 10 was talking 11 seemed 12 suspect

4 2 Did; see; 'm thinking 3 's being; Do; think 4 've had; 'm thinking 5 saw; was having

7B The new superpower

1 2 production 3 economies 4 Industrial 5 Manufacturers 6 produce 7 distribution 8 development 9 environmentalists 10 economists

2 2a) 3d) 4c) 5e) 6f) 7h) 8g)

3 2 have been decorating.
3 have been falling since 2000.
4 's been driving for three hours/ since 6.00.
5 has been rising since 1970.
6 's been snowing for six hours.

4 2 a) has; phoned b) 've been phoning
3 a) 've been learning b) have; learned
4 Have; been painting b) 've painted
5 a) 've replied b) 've been replying
6 a) 's been trying b) 've tried

7C Life in cyberspace

1 2 a blog 3 a chat room 4 Wi-Fi 5 a search engine 6 anti-virus software 7 an online RPG 8 an online dating agency

2 2 **re**wrote 3 **anti**-war 4 **re**defined 5 **self**-publish 6 **over**estimate 7 **non**-stop 8 **multi**-million 9 **Ex**-employees 10 **mis**conduct

3 2F 3DS 4T 5F 6DS 7T 8DS

7D You're breaking up

1 **Across**
1 voicemail 4 contract 6 payphone 7 ring tone
Down
2 landline 3 pay-as-you-go 4 cut off 5 top up

2 2b) 3a) 4c) 5a)

3 2 breaking up
3 catch any of that
4 signal isn't very good
5 keep losing
6 got cut off
7 my battery
8 calling you
9 phone you back
10 a bit of a delay
11 on your landline
12 'll have to speak up
13 my battery's about to

8A I'm broke

1 2 rate 3 repay 4 loan 5 on 6 of 7 cash 8 on 9 off 10 in

2 1c) 2a),c) 3a),b) 4a) 5b) 6c)

3 ... it's nearly time for my parents **to send** me ... ; If only they **sent/would send** one ... ; I wish you **were** here; ... it's about time I **did** some work ; I hope **you email/you'll email** soon

4 2 found 3 leaves/will leave 4 had 5 could buy

8B Every little helps

1 2 up 3 off 4 back 5 down 6 out 7 down 8 off 9 to 10 off

2 2 'd set 3 have booked 4 'd gone 5 hadn't decided 6 have told

3 2 'd waited 3 have known 4 have given up 5 hadn't listened 6 'd worked 7 have become 8 'd learned/learnt 9 have taken 10 'd spent

4a) 2e) 3a) 4d) 5f) 6b)
b) a)5 b)3 c)1 d)6 e)4 f)2

5 1 I wish I'd learned to dance.
2 You shouldn't have parked here.
3 I wish I hadn't bought so much.
4 I should have looked at the weather forecast.

8C A bit extra

1 a)

2 2D 3B 4A 5D 6E 7B 8C 9C

3 2 reductions – discounts
3 pay – financial reward
4 the be-all and end-all – the most important consideration
5 extra – additional
6 appreciated – valued
7 employees – workers
8 leave – holiday

8D I didn't realise

1 2d) 3c) 4b) 5f) 6a)

2 a) have put it down
2 returning your call b) you'd phoned until a few minutes ago
3 I'm so late c) for some reason
4 what I said yesterday d) to upset you

3 2 She grew up in Long Island, which is an hour away from New York.
3 She is a best-selling writer whose books are read all over the world.
4 Her books, which deal with teenage issues and family problems, have been described as 'soap operas'.
5 She gets a lot of ideas for her books from her friends, who tell her all the gossip in the small town they live in.
6 She spends more than 100 days a year giving readings, which she believes helps to sell her books.

9A The Oscars

1 2c) 3a) 4a) 5b) 6a) 7c) 8c) 9b) 10a) 11c) 12b)

2 2 be considered 3 makes 4 were sold 5 had fallen 6 be made 7 was released 8 fall 9 being invested 10 were produced 11 provided 12 increasing

3 2 is being filmed in four different countries
3 has been dubbed into twelve languages
4 is included
5 was being shown on all three screens
6 is going to be produced by George Lucas

4 2 This film is famous for being made in less than a month
3 Cartoons used to be drawn by hand, but nowadays they are drawn using computers
4 *Harry Potter and the Order of the Phoenix* is the fifth film to be based on JK Rowling's novels
5 The American actors spent weeks being trained in British pronunciation
6 Filming of the new Spiderman film will be delayed for three months
7 I prefer films to be subtitled rather than dubbed
8 *Mission: Impossible* was the first film to be shown simultaneously at over 3000 cinemas across the USA.

9B What was it like?

1 **Across**
2 hilarious 5 gripping 7 overrated 8 far-fetched 9 believable 10 realistic
Down
1 moving 3 underrated 4 memorable 6 predictable

2 2 such a 3 like 4 many 5 Such as 6 like 7 such 8 so 9 as 10 like 11 like 12 As 13 like 14 such a 15 so 16 like

3 2 As his manager
3 like old leather
4 as a waiter
5 like the Queen
6 like/such as nursing
7 as/like many people did
8 like/such as *Who Wants to be a Millionaire*
9 As you know

4a) 2 such an 3 such a 4 so 5 such a 6 So 7 so 8 so

b) 2 he's so underrated
3 was so predictable I left before the end.
4 such an unbelievable ending, I couldn't stop laughing.
5 credit rating is so bad, I can't get a loan from anyone.

9C Is it art?

1 2E 3D 4F 5C 6A

2 b) clear c) play d) light e) poor f) show

3a) 2 play 3 letter 4 poor 5 light 6 clear

b) b) light c) poor d) letter e) show f) clear

9D It's up to you

1a) 2 Are you doing anything this weekend?
3 Do you fancy going to see that new French film?
4 Do you feel like eating out or getting a take-away?
5 I thought we could give that new Indian restaurant a try on Saturday.

b) b) I really **don't mind**
c) I'd **rather give** ...
d) Some other **time**, perhaps
e) Well, I wouldn't mind **going** ...

c) 2e) 3a) 4b) 5c)

2 2 got anything 3 'm not bothered either 4 up to going 5 give it a miss 6 fancy seeing (the) Trailers

3 2 I don't really feel up to going to the gym today.
3 I'm not bothered either way.
4 Have you got anything on next Friday?
5 Do you fancy seeing (the) Trailers play live?
6 I'd rather give it a miss, if you don't mind.

10A How practical are you?

1 2 put in; burglar alarm
3 replacing; locks
4 bedroom; redecorated
5 cut; grass
6 put up; wall
7 roof; repaired; checked; leaks
8 rugs; dry-cleaned

2 2b) 3c) 4c) 5a) 6c) 7b) 8a) 9c) 10a) 11b)

3 2 cuts the grass herself
3 got/had his car serviced
4 is going to put some shelves up (herself)
5 is having/ getting his flat decorated
6 fixed the leak in her bathroom (herself)

4 2 've; had 3 haven't had 4 got; get/have 5 get 6 have/get 7 're having/'re getting 8 didn't get 9 get/have

10B New man

1 2 spokesperson 3 niece's; head teacher 4 actors' 5 hero 6 manager 7 widow 8 grooms

2 1 flight attendant 2 soldier 3 cousin 4 spokesperson 5 firefighter 6 author 7 salesperson

3 2 have got 3 likes 4 costs 5 knows; thinks 6 carries 7 eats/eat 8 is

4 2 no key 3 none of the accused 4 no help 5 no trains 6 None of the food

5 2 cousins 3 no 4 team 5 Neither 6 None of 7 All 8 landlord 9 both of 10 Everyone

6 2 every 3 none of 4 no one 5 Everything 6 all 7 neither 8 no 9 everyone

10C The same but different

1a) b) open-**ended** c) super-**polite** d) well-**respected** e) straight**forward** f) question **tags** g) gossip-**loving**

b) 2 gossip-loving 3 well-respected 4 question tags 5 straightforward 6 super-polite 7 open-ended

2 2F 3T 4T 5T 6F 7F 8T

10D I did tell you

1a) 2c) 3e) 4d) 5a) 6f)

b) 2 The thing that drives me mad about our street is the litter.
3 One thing I love about cutting grass is the smell.
4 What depresses me about living in London is the traffic.
5 What I admire about flight attendants is that they're always so cheerful.
6 One thing that impresses me about Simon is his determination.

2 2 upsets me about kids nowadays is that they're rude
3 I hate about having my hair done is that it takes so long
4 that makes me think about retiring is my health
5 I don't enjoy about Hollywood films is that they're so predictable
6 that annoys me about these trousers is that they have to be dry-cleaned

3 2 had to **be** redecorated
3 going **to** be made
4 when it **broke** down
5 was **ripped** off
6 They **put in**

11A Meeting up

1a) 2 on the go 3 a living 4 redundant 5 work 6 a project 7 a living 8 work 9 get 10 a talk

b) 2 redundant 3 on the go 4 freelance 5 out of work 6 living

2 2 have found 3 be learning 4 be living 5 have retired 6 be driving

3 2 'll be buying 3 will have invented 4 won't be eating 5 'll be living 6 will have found 7 will be having 8 'll have landed 9 will be having 10 will be living

11B Going into business

1 2a) 3c) 4b) 5a) 6b) 7c) 8a) 9a) 10b) 11c) 12c)

2a) 2 how much research I'd done
3 I was going to invest
4 I'd be advertising for staff
5 I'd found a suitable location
6 had to write a business plan

b) b) "I've talked to over 600 people in the town ..."
c) "There'll be three investors ..."
d) "I've found the perfect spot ..."
e) "I'll have it done by tomorrow!"

3 2 if her husband could find
3 her son not to advertise
4 why his colleagues had closed down
5 if Paula would go/come to
6 to get back to the client

11C The coffee shop

1 b)

2 1T 2F 3T 4F 5DS 6DS

3 2 He threatened to close (the) coffee houses down.
3 His people refused to obey him.
4 The article points out that the Internet and coffee houses are similar in many ways.
5 People used to invite friends to go to a coffee house and discuss politics.

11D Advertising works

1a) 2 leaflets 3 samples 4 product 5 media

b) 2 publicity 3 budget 4 campaign 5 press

2 2 The main problem with that 3 How about 4 Yes, that could work 5 I'd rather we didn't 6 So am I right in thinking 7 Why don't we try and 8 Yes, that makes sense 9 I'm not sure that's such a good idea 10 So are you saying that 11 One thing we could do 12 it's worth a try 13 Maybe we should avoid 14 Can we just go over this again?

12A Where's my mobile?

1a) 2 stressed out 3 bug 4 crazy 5 chill out 6 telly 7 trendy 8 mate 9 Hang on a sec 10 quid

b) 1 chucking out 2 guy 3 fancy him 4 a hassle 5 pretty 6 messed it up 7 pop into 8 loo

2 2 I think they must be planning to move house.
3 Nikki must have been crying.
4 You can't have lost your passport.
5 He can't be much more than ten.
6 He may be going out later.
7 That might be Tom at the door.
8 He could have forgotten about it.

3 1 must have been 2 may have built 3 can't have carried 4 might have used 5 must have cut 6 could have destroyed 7 couldn't escape

12B Invasion

1 2 sue 3 released 4 caused 5 pay 6 sent in 7 spreading/to spread 8 invade 9 fleeing

2 2a) 3b) 4a) 5c) 6a)

3 2 would have 3 didn't need to get 4 could have 5 was able to get on 6 shouldn't have 7 needn't have

4 b)2 c)6 d)4 e)1 f)3

5 2 could have crashed 3 would have sent 4 was able to swim 5 needn't have prepared 6 didn't need to say

12C Spooky!

1 2d) 3e) 4b) 5f) 6c)

2 1T 2F 3T 4F 5T 6T

3 2 is a far cry from 3 take ... with a pinch of salt 4 keep an eye out 5 in the middle of nowhere

Reading and Writing Portfolio 1

1 a)

2 2i) 3d) 4h) 5g) 6e) 7b) 8c)

3a) b)B Writing a final draft
c)A Writing a first draft
d)D Thinking of ideas and ordering them

b) 2A Writing a first draft
3C Checking and correcting the first draft
4B Writing a final draft

4 **Possible answer**
2 The demands of being a teacher
3 Qualities of a good teacher
4 Work experience in a local school
5 Places to find more information about careers in teaching

5a) <u>playing</u>; <u>the</u> two numbers; <u>teachers</u>; <u>many</u> more

b) The job is very hard work and requires you **to play** many different roles – beyond showing students, say, how to multiply **two numbers**. A **teacher's** day never ends with the last lesson of the afternoon. Teachers have to give up personal time for lesson preparation, marking homework, meetings, talking to parents and **much** more.

Reading and Writing Portfolio 2

1 b)

2 2T 3F 4F 5T 6T 7F 8T

3a) 1 so much 2 More and more 3 completely 4 at all 5 indeed 6 only; far 7 absolutely 8 huge 9 themselves 10 even 11 just 12 does

b) 1 at all 2 does 3 themselves

4 2 at all 3 far 4 myself 5 just 6 indeed 7 huge 8 even 9 does 10 strongly

Reading and Writing Portfolio 3

1 c)

2 2b) 3a) 4a) 5a) 6c)

3 2 imperatives 3 first conditional 4 modal verbs of possibility 5 *should*

4 b) not to be conspicuous about the valuables you are carrying.
c) like to spread your valuables around your body.
d) may be better to let them take it
e) aware that your attacker might be stronger than you

5 **Possible answers**
2 If you don't have a security system, think about installing one.
3 Try to keep a list of phone numbers you might need in an emergency.
4 You might like to install a light outside your home.
5 You should ask a neighbour to look after your house when you're on holiday.
6 Don't leave spare keys outside the house.
7 If there is someone in your house, go to a neighbour and call the police.
8 If you see signs of a break-in, be aware that someone could still be in your house.

6 2e) 3c) 4d) 5b)

Reading and Writing Portfolio 4

1 2A 3E 4B 5C

2 2 band he was in
3 try to get a record deal
4 Depp to take up acting himself
5 first film

6 made him famous/made him a teenage idol
7 international star
8 Depp's (new) partner

3 2 Depp 3 Depp's 4 a band 5 *The Kids* 6 Los Angeles 7 in Los Angeles 8 Lori Anne Allison 9 Lori's 10 becoming an actor 11 *Nightmare on Elm Street* 12 becoming a teenage idol 13 Depp 14 (a film role) came along 15 (starring in) *Edward Scissorhands* 16 after *Edward Scissorhands* 17 Depp's and Vanessa's 18 (his) film roles

4a) 2 sadly 3 unwillingly 4 unexpectedly 5 fortunately

b) 1 2, 5
2 1, 3, 4

5 2 then 3 His 4 this; he 5 them 6 one 7 did

6 2 Unfortunately 3 very likely 4 Sadly 5 suddenly

Reading and Writing Portfolio 5

1 b)4 c)5 d)3 e)2

2 2c) 3d) 4c) 5a) 6d) 7b) 8d) 9b) 10a)

3a) 2 begin by looking 3 What this 4 Did you 5 let me turn 6 said earlier 7 finish by saying

b) b)3 c)7 d)6 e)2 f)4 g)5

4a) 2C 3B 4D 5A 6B 7A 8C

b) 2 I said earlier
3 know that leaving
4 want to do today is talk to you about
5 means is that we
6 me turn to
7 begin by looking at
8 me finish by saying

Reading and Writing Portfolio 6

1 2D 3E 4B 5A

2 1 river; pine; cliffs 2 fish; presents 3 bargain 4 birds 5 warm; friendly

3 2 which/that are 3 which/that is 4 which is 5 which is 6 who are 7 which are 8 which is

4 2 vast 3 ancient 4 fascinating 5 spectacular 6 tiny 7 outstanding 8 delicious 9 delighted 10 unique

5 2 This is a Turkish football shirt given to me by a waiter in Dalyan.
3 I saw a turtle swimming in the lake.
4 Kaunos was an important Greek town founded in the 6th century BC.
5 We went for a boat trip organised by the tour company.
6 The Turkish 'eye' is a good luck charm seen everywhere in the town.
7 I took a photo of my wife bargaining for carpets.

6 2 an ancient 3 spectacular 4 delicious 5 delighted 6 tiny 7 fascinating

Reading and Writing Portfolio 7

1 2 1,400 3 Land's End 4 2001 5 £15 million 6 33% 7 £20 million 8 £10 9 hprice@mailme.com 10 2nd April

2 2 ✗ 3 ✓ 4 ✗ 5 ✓ 6 ✓ 7 ✗ 8 ✓

3 1a),d) 2b),d) 3a),c)

4a) 2 Last year's course was on Mondays.
3 We have very low fees for the course.
4 The fees will be increasing next year.
5 but it is often full until 5.00p.m.

b) b)5 c)4 d)3 e)2

Reading and Writing Portfolio 8

1 a)

2 2 Short breaks.
3 Second hand.
4 'White' goods such as fridges, dishwashers and freezers.
5 The home computer.
6 Plants and flowers.
7 Paying off their debts.

3a) 2 seem to expect 3 tend to be buying 4 tend to make

b) a) less b) not always true

4 1 in most cases, in the main, Generally speaking
2 such as, like
3 According to, In the writer's view

5 2 appear to be buying 3 seem to be getting 4 tend to suffer 5 appear not to be saving/don't appear to be saving 6 tends to be

6 2 tends 3 Generally 4 Apparently 5 like 6 whole 7 main 8 seem 9 such

Reading and Writing Portfolio 9

1 a)D b)B c)W

2 2DS 3DS 4F 5F 6F 7T 8DS

3 a)A b)B

4 a) Additional features include
b) Stories are grouped into; The website is very easy to navigate
c) what I love about digg.com; one of the main strengths of
d) A downside to; One of the drawbacks of

5 b)2 c)4 d)1

6 2 One of the (main) strengths
3 is grouped into two sections
4 This game features some
5 is quite hard to navigate
6 One of the drawbacks of
7 What I love
8 A downside to

Reading and Writing Portfolio 10

1 Between paragraphs B and C.

2 1a) 2b) 3b) 4b) 5c)

3 2 therefore 3 In spite of 4 as well as 5 because of 6 Moreover 7 Alternatively 8 though

4 2 along with, as well as 3 What's more, Moreover 4 as a result of, because of 5 So, Therefore 6 Despite, In spite of 7 On the other hand, Alternatively 8 although, though

5 2 He finds it difficult to get by, despite working full-time.
3 More women in Britain are having children later in their lives because of their careers.
4 You could put in the burglar alarm yourself. Alternatively, you could have it installed by a professional.
5 All the fathers I know work full-time. What's more, many of them work over 45 hours per week.
6 She looked after the children as well as working full-time.

Answer Key

Reading and Writing Portfolio 11

1a) 1B 2A

b) b)4 c)2 d)3

2 2F 3T 4T 5F 6T 7T 8F 9T

3 2 regarding my enquiries
3 I received (your brochure)
4 I note (from your brochure)
5 Could you clarify ...?
6 will not require (payment)
7 In addition
8 We look forward to

4 2I 3I 4I 5I 6I 7F 8F 9I

5 2d) 3e) 4i) 5j) 6h) 7a) 8c) 9f) 10b)

6 1 I am writing 2 received
3 Regarding 4 enquiries
5 we don't yet know 6 In addition
7 unfortunately 8 However
9 telephone you 10 you would

Reading and Writing Portfolio 12

1 c)

2 2T 3T 4F 5T 6DS 7F 8T 9DS 10T

3a) b)5 c)8 d)2 e)3 f)7 g)1 h)6

b) 2c) 3d) 4h) 5g) 6f) 7b) 8a)

4 A who apparently **used to** live next door; I must **be getting** old; a man who I **knew many** years ago; **at university**

B **We'd already been** many years ago; I asked Jamie **if he wanted** to go; he got **scared of** it; had to ask them **to stop** the ride



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